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ABSTRACT

The second of two volumes presents descriptive and statistical data collected in a study to determine the impact of the Florida Education Finance Program (FEFP) on special programs for exceptional children in 10 school districts and program development in five institutions. Case studies of the 10 districts give county code designation, date of interview, numbers of personnel interviewed, a description of the school setting, and staff findings in areas such as student identification deadline, change in size of special education (SE) classes, due process in student assignment to SE classes, FEFP emphasis on SE, full-time versus part-time classes, hiring and assignment of teachers, and allocation of materials. Tables summarize answers to questions such as "What programs do you plan to offer next year?" and responses by administrators, SE coordinators, regular teachers, visiting teachers, and psychologists. Case studies of the five institutions involve statistical data and descriptions in areas of teaching staff, curriculum, student assessment, program availability, and identification of classification of students. Noted are teacher certification levels and additional salary comparisons of institutional and district educational personnel. Attention is directed to study limitations such as data based on personal opinion without supporting data, and operation of FEFP for a period of three and a half months prior to the study. A glossary of terms such as cost factors is included. (MC)

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A STUDY OF THE EFFECTS ON SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS UPON THE IMPLEMENTATION OF THE FLORIDA FINANCE PROGRAM

Final Report Volume II

Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner

This public document was promulgated at an annual cost of $285.41 or $.57 per copy to inform the public of the effect of the Florida Educational Finance Program upon special programs for exceptional students.

A STUDY OF THE EFFECTS ON SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS UPON THE IMPLEMENTATION OF THE FLORIDA FINANCE PROGRAM

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A cooperative study done by the Programs of Special Education and Educational Management of the Florida State University, March, 1974.

Conducted under Contracts

with the

Florida Department of Education

and

Florida Department of Health and Rehabilitative Services

INTRODUCTION

The two purposes for this study were: (1) to determine the impact of the Florida Education Finance Program (FEFP) upon special programs for exceptional students in ten selected school districts, and (2) to determine the capability of FEFP to generate funds and provide a basis for program development for students in Florida's public residential institutions. The first purpose (FEFP Impact purpose) relates to the Department of Education (DOE); the second purpose (FEFP Capability purpose) relates to the Department of Health and Rehabilitative Services (DHRS).

The report of this study is presented in two volumes. In Volume One, Chapter One describes the problems investigated, offers background information concerning past and present funding of both the Department of Education and the Department of Health and Rehabilitative Services, describes the case study methodology used to investigate the problems, and explains the methods of developing the case study interview schedules and data report forms. Chapter Two presents the conclusions and recommendations relating to the Department of Education FEFP Impact Purpose. Chapter Three presents the conclusions and recommendations of the Health and Rehabilitative Services FEFP Capability Purpose. In addition, some fiscal data provided by DHRS are presented and their implications discussed. Chapter Four contains the summary tables of the interview data presented by each position interviewed across all ten districts for DOE, and presented by each position interviewed across all five institutions for DHRS.

Volume Two, Chapter One, contains case study data presented separately for each of the ten districts interviewed. Counties are designated by letter to provide anonymity. Chapter Two includes summary tables of descriptive data relating to the specific interviews conducted in the ten districts. Chapter Three includes descriptive data relating to the specific interviews conducted for each of the five DHRS institutions visited. Also included in Chapter Three are comparisons of teacher salary ranges of DHRS and selected districts. Chapter Four discusses the limitations of the study. A glossary is included.

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CHAPTER ONE

I. DISTRICT NAME: County A
II. DATE OF INTERVIEW: January 8 through January 11, 1974
III. PERSONNEL INTERVIEWED:
8 Assistant or Area Superintendents
12 Exceptional Child Education Coordinators
4 Pupil Personnel Officers
2 Central Office Finance Officers
12 Principals
23 Exceptional Child Education Teachers and Speech Therapists
12 Regular Teachers
5 Visiting Teachers
6 Psychologists

IV. PUBLIC SCHOOL SETTING:

County A is the largest county in Florida, both in geographical area and population. Less than two percent of its population lives in rural areas.

County A has one of the most diversified and heterogeneous populations in the state. Within the boundaries of its largest city, a Spanish-speaking population makes up 51% of the city's total population.

Large pockets of lower socio-economic population can be found living side by side with affluent suburbs.

While County A has the largest average family income of any county in the state of Florida, it receives over 14% of the State's total in aid to needy children and adults.

The racial background of the county is estimated at 84 percent white; 15 percent non-white, and 1 percent other.

Due to the tremendous problems associated with the sheer size and population spread, County A has been broken into six administrative school areas with comprehensive administrative staff located at each geographical location.

Each of the areas has unique problems associated with it, and each could be compared to six autonomous school districts.

V. STAFF FINDINGS:

A. October 2 Deadline for Identification of Students:

Twenty-four (64%) of 38 administrators interviewed felt that the October 2 deadline had, in fact, affected the identification and classification and/or assignment of students to SPES. Twelve felt it had not been a factor and there were two "n/a." All four pupil personnel administrators responded with affirmative replies. The pupil personnel people were in agreement with five principals and seven coordinators and three assistant or area superintendents in their comments that there was indeed pressure to identify students for SPES as quickly as possible. Seven administrators felt that the deadline did cause some eligible special education students to not be identified in time for the October count.

Of the 34 non-administrative positions interviewed, only nine, or about 23% felt this pressure. Two ECE teachers felt that more care was taken to properly identify and place students in programs, but three complained of the difficulty of getting new classes established where the administrators felt the class should operate at some minimum point and the class needed two or more students to have the teaching position.

B. Changes in Number or Size of Special Education Classes:

Thirty of the 38 administrators (78%) said that minimum and maximum class sizes had been set for special education programs. Eight coordinators said that class sizes varied with the school, its program and needs, and ten administrators concurred more or less with that statement, by replying that the ECE staff determined class size. Eight administrators felt that class size was determined by state guidelines.

Thirty-eight administrators were asked whether they foresaw any change in the percentage of total student population assigned to SPES. Twenty-two or 58% said "yes." They felt this was a positive effect of the FEFP in as much as more individual needs of the students could be met.

C. Due Process in Assignment of Students to Special Education:

Sixty-three persons responded to the due process question and only seven (11%) felt that due process had been violated. One-third of the psycholcgists interviewed felt that there might be or had been some changes made in the referral process. Because of the shortage of support personnel, the needs of the students were evaluated in certain cases and a small percentage of students were placed in certain programs only temporarily until more complete psychologicals could be obtained.

Parent signature on placement letters was obtained by (1) Sending the letter to the home; (2) At a parent conference; or (3) Through a home visit by a visiting teacher.

D. Emphasis on Special Education:

Thirty-four out of 38 administrators did not feel that the FEFP places too much emphasis on special education.

E. Appropriateness of Weightings:

Thirty-three persons, from a total of 65 who responded to the weighting question, felt that the weightings should be changed. This was 58% of the people interviewed. Sixty-five percent of the ECE teachers and 64 percent of the principals thought that the weightings should be higher. The major complaint was that the ratios discourage fusing students into regular classrooms. Emotionally disturbed, physically handicapped, socially maladjusted, deaf, and specific learning disabilities were mentioned as programs where the determined number of students at each weighting had been calculated. The Impact Team, in fact, was given a copy by the Dade County Central Office of the number of students needed to be enrolled at each weighting in order to generate a teacher's salary.

F. Additions, Deletions, or Combinations of Programs:

Fifty-four percent of the 38 administrators felt that there should be expansion of programs. At least two of the administrators felt that the new funding works against the establishment of new programs. The slow learner, the autistic child, varying exceptionalities, and the multiple handicapped were mentioned as possible additions.

G. Contracting Services:

Nineteen out of the 38 administrators interviewed felt there would not be additional contracting. There were twelve that did not respond and nine felt that the new funding would cause more contracting. Many felt it was too early to tell, but several felt that certain services, by their very nature, should be contracted. Medical services, such as psychiatric and pediatric were mentioned as well as other diagnostic-type services.

H. The 7/25 Factor:

The ECE coordinators seem to be in agreement that the 7/25ths factor is affecting program flexibility. Ten of the twelve coordinators said "yes." Six of the ten said it decreased flexibility. In contrast, however, eight of twelve principals responded "no," and only one responded "yes." Two principals did comment that it had negatively affected itinerant teachers. Coordinators felt that the 7/25ths factor encouraged the self-contained classroom, and that the factor should be changed. Two recommended that 10/25ths would be more equitable. The central office staff did not respond strongly to this question, as only two people commented. One person felt so strongly about the issue, that he said all of the categories should be 25/25ths. Several

coordinators and central office staff felt that anytime a teacher is engaged in an activity that is of direct advantage to a student, that time should be counted. Those times mentioned included itinerant teacher's travel time, planning, and consultation with parents.

80% of the twelve principals interviewed felt that the 7/25ths factor should be changed, and their concensus seemed to be that it needed more study.

I. Full-Time vs. Part-Time Classes:

When asked if they had had any encouragement to alter the number of full-time and part-time classes, twenty-one of the thirty-eight administrators said "no." There were in fact no affirmative answers to that question.

The teachers' responses to preference of part-time over full-time indicated that only two felt this preference, while five indicated "no" and seven answered "n/a." The teachers' comments were very enlightening. Three teachers felt that short term intensive care is desirable for certain categories. Five teachers felt it depended on the situation. Two teachers felt the children should be returned to the regular classroom if at all possible.

J. Assignment of Borderline Students to Special Education Classes:

Twenty-two of 38 administrators (58%) did not foresee any change in attitude toward the identification and classification and/or assignment of borderline cases to SPES. However, the ECE teachers were equally divided on this matter. Ten said "yes" and ten said "no." Twelve thought there might be a tendency to assign them to part-time classes.

K. Hiring and Assignment of Teachers:

Only pupil personnel officers felt that hiring policies had changed. All other administrators either answered "no" or give no response.

L. Change in Job Responsibilities:

Everybody in County A seemed to be in agreement that job responsibilities had not changed. All of the area or central office staff said "no," as well as the ECE staff. The County A principals were not asked this question, but there were a few comments that seemed to indicate there was more "paperwork" now than before.

M. Re-evaluation and Re-assignment:

Twenty-eight of 38 administrators did not feel that re-assignment and re-evaluation into and out of special education classes had changed as a result of the new funding.

N. Allocation of Materials:

Thirty out of 38 administrators felt that the allocation of classroom supplies had not changed since last year. Thirteen of twenty ECE teachers felt the same, but four said they had more this year and one teacher said he had less.

O. Ninety Percent Requirement:

Eleven of twelve coordinators did not feel that the 90% requirement as they understood it was intended to be only the direct costs in the program and in the school. The necessary support services (e.g., utilities, custodians, librarians, maintenance) or the indirect cost of the program could not be funded from 10% of the FEFP. However, the two finance officers felt it was, but said that if the entire 90% goes directly to the school, it will hamper districts.

P. Additional Incentive to Identify and Classify Students:

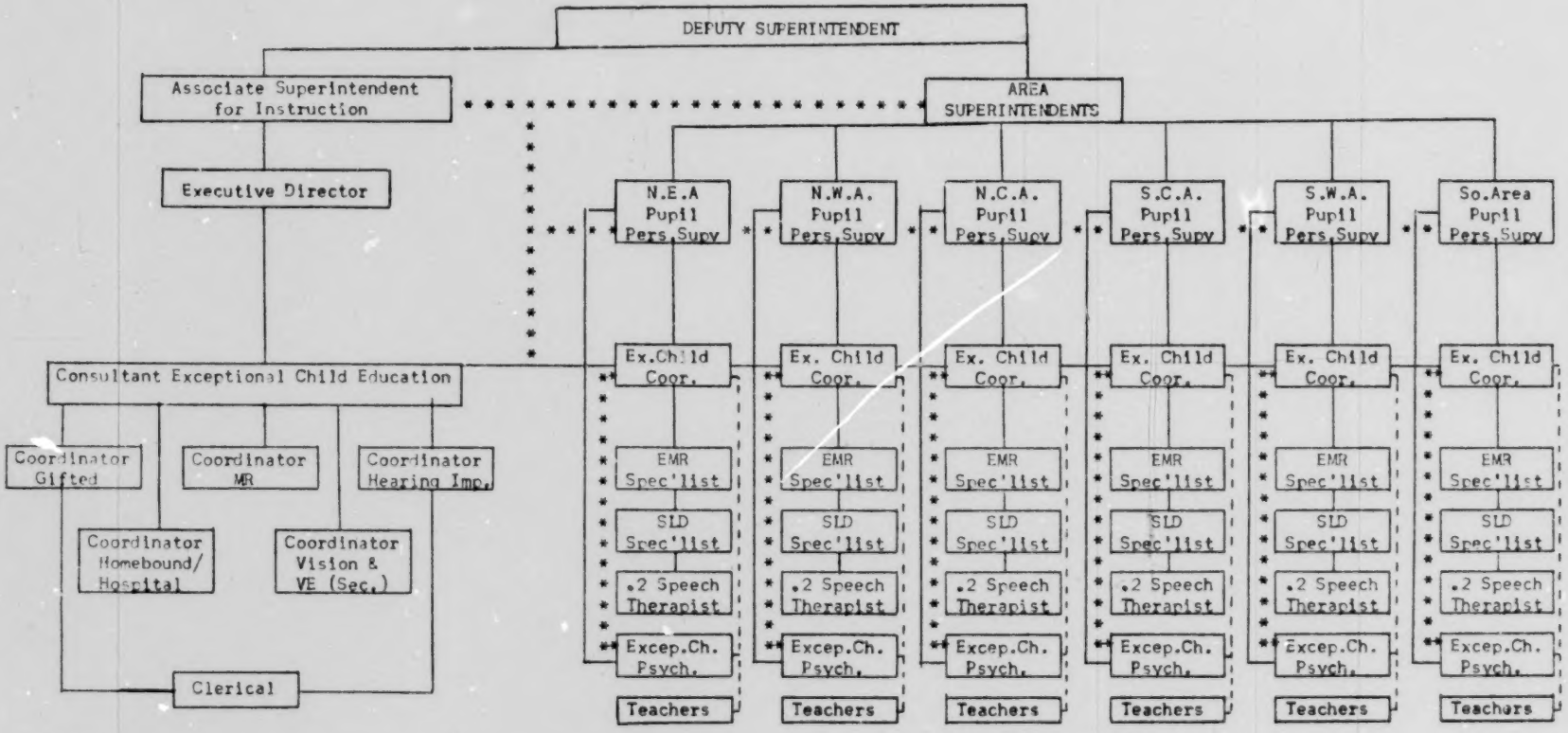
None of the twelve coordinators interviewed felt there was more incentive now to identify and classify students. Several of the comments included, "Funding is not a criteria; students need is more important." Another said, "However, there is pressure from the district and the area to increase special education classes."

Four principals said "yes" to the incentive question, and six said "no." One felt that the incentive came partially as a result of public awareness, while three felt that it was a direct result of the funding.

Q. Additional Comments:

1. The FEFP does not fund the extended (12 months) school year.
2. New units are very difficult to fund because of the tremendous initial cost factor.
3. There is a great need for support personnel.
4. In-service training was lacking on the FTE and FEFP concepts.
5. FEFP funding is best applied when it follows the child.
6. Due to the inequitable funding, local funds now must buy SPES equipment.
7. State guidelines that are re-evaluated can help provide equitable funding for SPES.

COUNTY A PUBLIC SCHOOLS



LEGEND

_____ Solid lines connecting boxes indicate direct relationships

******* Required cooperative relationships

- - - - Staff relationship

Revised 3/11/74

EXCEPTIONAL CHILD EDUCATION ORGANIZATIONAL CHART 1974-75

I. DISTRICT NAME: County B
II. DATE OF INTERVIEW: January 21 through 24, 1974
III. PERSONNEL INTERVIEWED: 5 Central Office Staff Members
9 Exceptional Child Education Staff Members
6 Principals
10 Psychologists, Social Workers, and/or Guidance Counselors
7 Speech and Occupational Therapists
18 Exceptional Child Education Teachers
4 Regular Teachers

V. PUBLIC SCHOOL SETTING:

County B because of its close proximity to the Gulf of Mexico, has obtained an international and very diversified population.

It is fourth in the state in population density and thirteenth in geographic land area. Within its boundaries is a large Spanish-speaking population.

The county is primarily urban, with 81.2 percent of its population living in the urban centers and consisting of a wide-range of economic backgrounds.

The racial makeup is 86.1 percent white and 13.9 percent nonwhite. Its primary source of employment is in the nonagricultural areas. Governmental employment is high because of an Air Force Base located in the county.

VI. STAFF FINDINGS:

A. October 2 Deadline for Identification of Students:

Twelve people of forty-eight (25%) interviewed felt that the October second deadline had affected the identification and/or the assignment of students to SPES. At least one person felt that children had been placed by October 2 without having a complete diagnostic work-up.

B. Changes in Number or Size of Special Education Classes:

All of the administrators with three exceptions said that minimum and maximum class sizes had been set for SPES. These established sizes had gone along with the old state guidelines.

Speech and occupational therapists complained, however, that there were no minimums and maximums set for them and that their case loads were too large. Five of the eighteen other ECE teachers felt that the new funding had caused changes in their class size. EMH class sizes did seem to vary from one elementary school to another, for example. Several teachers complained that "some students could easily be fused into regular classes, but because of funding, they must stay in EMH classes".

Over half of the administrators said that there had either been, or they foresee, changes in the percentages of the total student population assigned to SPES. One comment was that parents are now more receptive.

Half of the administrators questioned had not felt any encouragement to either increase or decrease the number of special education classes. Three (3) said "yes" and seven were "n/a".

Two differing philosophies, it was pointed out, seem to have emerged:
(1) Place as many students as you possibly can into special education programs;
(2) Do what is best for the child, regardless of the funding.

The "yes" answers all came from the ECE coordinators who commented:
The funding would cause principals to desire to increase the number of SPES classes in order to generate more dollars.

Ten administrators said that they had determined the required number of students for the "break-even point". Seven said they had not. The rest were "n/a". Two principals had ascertained that a minimum load of 15 students would be required to break-even for EMH. One central office person said that the district was working on this problem to include the indirect costs.

Two people felt that the new funding, plus the mandate law of three years ago, will encourage the district to identify and classify more students.

One person also felt that ED prevalency seems on the increase, but speculated that this could be a sign of the times, or merely, the identification methods for these students are better than in the past.

C. Due Process in Assignment of Students to Special Education:

Due process is apparently being followed in the district and the psychologists, guidance counselors and social workers interviewed did not foresee any changes in the referral process. Signed parental permission is obtained before assigning a student into a special education class.

D. Emphasis Placed on Special Education:

Sixteen of twenty administrators did not feel that the new funding places too much emphasis on special education. The other four were "n/a". However, at least one person lamented that there is too much emphasis on direct remediation and not enough on prevention.

E. Appropriateness of Weightings:

Of forty-eight people asked whether the weightings should be changed, sixteen said "yes" (33 1/3 %), eight said "no" and the rest were "n/a".

Increases were suggested for the itinerant programs, i.e., ED, partially sighted, speech, the hearing impaired. Several wished that the programs didn't lose money when students were mainstreamed. One person felt the problem might be aided if the basic program weightings were increased, while a second person felt all SPES should be higher.

F. Additions, Deletions, or Combinations of Programs:

To the question, "Are there any special programs which you would add, delete, or combine", six said "yes", thirteen said "no", none were "n/a". Four suggested a pre-school and kindergarten diagnostic program. Several want to expand the existing programs. Other additions included art centers, vocational education programs for the exceptionalities, especially EMH and the physically handicapped, and a program for varying exceptionalities and the neurologically impaired.

G. Contracting Services:

Not applicable.

H. The 7/25 Factor:

Sixteen of twenty administrators were found not responding as to whether the 7/25 factor would affect flexibility. There were three "yes", and one "no". Most felt that it was too early to tell or were confused as to what it meant. Three central office people said that it was "very constrictive for part-time planning for individual needs". The same three central office people who felt that the factor was constrictive also felt it should be changed. They recommend more analysis of the 7/25 factor.

I. Full-Time vs. Part-Time Classes:

Only one administrator felt that there had been any encouragement to alter the number of full-time or part-time special education classes. ECE teachers and guidance counselors felt, however, that the FTE had "wrecked the EMH resource room concept", and seriously hindered the mainstreaming of exceptional students.

J. Assignment of Borderline Students to Special Education Classes:

Everyone, with the exception of the regular teacher, was asked if there had been, or would be, any more incentive to identify and classify children as exceptional. Twenty-four said "yes", twenty-three said "no", and three were "n/a".

Comments:

The district is becoming more cognizant of appropriate testing.
Yes, as a result of the FTE.
Class size is increasing.
District has been under a mandate for five years.

When asked if there was, or would be, any change in attitude towards the borderline student, the overwhelming majority said "no". Only six said "yes" and seven were "n/a".

Comments ranged from: "It will depend on the behavior problem" to "Borderlines might benefit from the resource center". Several persons pointed out that the district had two different I.Q. cut-off points--70 for whites and 75 for blacks. However, the county kept EMH from exceeding 50% black enrollment and TMH from exceeding 30%; whether this was through district procedures, policies or guidelines, wasn't clear.

Teachers felt that if the borderline were ever assigned to SPES, they would be placed in part-time classes. Ten said "yes"and eight "n/a". Eleven teachers preferred the part-time resource room for any SPES, while two were "no" and five were "n/a". The comment was that it would depend on the exceptionality.

K. Hiring and Assignment of Teachers:

Fifteen of thirty people thought there would not be any change in policy toward the hiring of support personnel. Only six said "yes", and the rest were "n/a".

Only two administrators felt that hiring policies would change. Fourteen were "no" and three were "n/a".

Comments:

Principals will have a greater role in budgeting for these positions.
It's too early to tell.
Would like provisions for sides and parap ofessionals.
Need financial support for diagnostic services.

L. Change in Job Responsibilities:

Only two administrators felt that their repsonsibilities had changed as a result of the FEFP, and only two felt that the responsibilities of others had changed.

Comments:

The new law encouraged the district to get into program budgeting.
Principals must become more cognizant of record-keeping.
Teachers must become more cost-conscious than in the past.

M. Re-evaluation and Re-assignment

Policies regarding re-evaluation and re-assignment of students in SPES apparently have not changed but several commented that the gas shortage was causing some problems for re-evaluation and itinerant teachers.

Some ECE teachers and therapists fear rescreening because they do not, because of the FTE, want to lose any of their present students.

N. Allocation of Materials:

Thirty-two people said that the allocation of classroom supplies had not changed since last year (5 said "yes" and 7 were "n/a"). One administrator commented that the county has picked up the funding for the initiation of new programs.

O. Ninety Percent Requirement:

As in all districts, administrators were unsure about the viability of the 90% requirement until it is defined.

P. Additional Comments:

At least one regular classroom teacher felt that "with lower class loads, regular teachers could work with some types of exceptional children".

Another regular teacher felt that SPES provides for the more severely handicapped, but not for the minimally or borderline exceptionality who could profit from small amounts of time per week in an SPES class, ie., ED.

Also, one regular teacher felt that the addition of reading specialists to assist the regular teacher would probably keep some children from being placed into special education.

Speech therapists felt that they had a more structured time schedule due to the required number of contact hours, and they were forced to offer more group instruction when they need more time for individualized (one to one) instruction.

A prime concern was with the way FTE was set up for teachers, as it would encourage administrators to hire the beginning, inexperienced teacher.

I. District Name: County C
II. Date of Interview: January 25, 1974
III. Personnel Interviewed: 12 Superintendents and Exceptional Child Education Coordinators
9 Principals
4 Psychologists
11 Exceptional Child Education Teachers and Speech Therapists
5 Regular Classroom Teachers

IV. Public School Setting:

County C is the fourth largest county in Florida in geographical land area, but ranks only 16th in highest average population per square mile. This low density factor is significant to the county's attempts to provide itinerant instruction.

Sixty percent of the county's population is centered in urban areas; 35% is rural, non-farm; and 3% is rural farm related. The population breakdown of the county by race is 82% white; 17% non-white and 1% other.

Ninety percent of the population is employed in non-agricultural employment.

V. Staff Findings:

A. October 2 Deadline:

The central office staff members were divided equally concerning the October Deadline; 50% felt it had affected identification and assignment of students to special education programs and one staff member indicated there had been a "rush" to place children.

By way of comparison, sixty-two percent of the principals believed the October Deadline did affect the identification and classification of students to special education programs.

Sixty-six percent of the teachers said the October Deadline did not affect identification and assignment, while fifty percent of the psychologists felt that it had affected identification and assignment of the students into the classrooms.

B. Changes in Number and/or Size of Special Education Classes:

Eighty percent of the central office staff indicated that minimum and maximum class sizes had been set; but that the county was forced to exceed the maximum.

Fifty-nine percent of the staff do not expect any changes in the percentages of total student population assigned to special education, but some indicated there may be the tendency to enroll higher numbers in the future.

Five out of the 12 people interviewed at the central office said they had received encouragement to increase special education classes, 3 out of the 12 said they had not. Four of the people interviewed did not answer. The comments received from this question ranged from "Increase to generate funds" to "Decrease since it is robbing the basic program." Only one person actually stated there had been encouragement to increase the number of special education classes to generate additional funds.

Eighty percent of the principals said that minimum and maximum classes had been set. A like percent do not expect any changes in the percentages of student population to special programs.

The teachers interviewed felt that class size had increased and six of nine teachers believe this was because of the funding. There was not a change of personnel responsibility, however, in the setting of class size.

The two speech therapists agreed the assignment of students to special education was still the responsibility of the same personnel position as last year, but that the FEFP had caused a change in case loads and the number of children served had increased in order to meet break-even points or quotas set by the county.

C. Due Process:

In County C, it is apparent that due process was followed in identification, classification, and placement of students to special programs. Along with the personal approach by suitable personnel, some parents did receive letters informing them of the child's needs. All of the teachers interviewed felt that due process had been followed as well as the psychologists and central staff people.

D. Emphasis on Special Education:

Eight out of twelve people in the central office felt there was not too much emphasis placed on special education. Two felt there was too much emphasis placed and two felt the question inapplicable or could not be answered.

None of the principals interviewed felt that too much emphasis was placed on special education. This same feeling was expressed by the exceptional child education teachers and regular teachers.

F. Appropriateness of Weightings:

Sixty percent of the staff personnel interviewed indicated they would like to see the weights changed, and in most cases would prefer them to be raised, or at least, re-evaluated. The same number stated they had determined a required number of students at each weighting to "break even" for a class.

Six of the nine principals interviewed agreed the weightings should be raised and the same number had determined the required number of students at each weighting to "break even" for a class.

For the most part, all of the teachers felt it was too early to make changes in the weightings. None of the psychologists recommended a change in the weighting categories.

F. Additions, Deletions, Combinations of Programs

County C has some real basic needs in this area. There is a waiting list for the TMH programs, but a lack of facilities prevents the addition of new units. Partially sighted children could be served in the basic program, but because of the FTE funding, the administration is forced to serve children in full-time self-contained classrooms. An itinerant teachers drives 70 miles daily, to serve 5 or 6 children. In a Title VI B funded program, 4 students are transported to a special center at a cost of eleven dollars daily plus mileage costs.

Four out of twelve people answered "yes, "there are programs that could or should be added, deleted, and combined. Major concerns were in the areas of preventative programs, those for the gifted, slow learners, socially maladjusted and the emotionally disturbed.

Fifty percent of the principals did not see any need to change any of the special education programs.

G. Contracting for Support Services:

Seventy-five percent of the staff felt that the new funding would not encourage the county to contract for supportive services.

A majority of the principals agreed with this as well as the psychologists; as they indicated that they were unaware of any change in their employment contract.

H. The 7/25 Factor:

Seventeen percent of the staff found the 7/25ths factor curtailed flexibility. Forty-two percent said it did no, and forty-one percent of the staff were either unfamiliar with the factor or thought it inapplicable. Similar percentages wished to have the ratios changed.

Similar findings occurred with the principals interviewed. More than half of the principals were unable to say how the 7/25ths factor influenced flexibility.

I. Full-Time vs. Part-Time Classes:

The staff seemed to be in agreement on the question of full-time versus part-time special education classes. The move in the county has been from resource rooms toward self-contained classrooms.

The concensus among the principals seemed to indicate there is an expected move from part-time to full-time classes in their respective schools.

Sixty-five percent of the exceptional child education teachers preferred resource rooms to full-time self-contained rooms. Thirty-five percent did not respond. One respondent made this comment, "Principals are responsible for comprehensive planning and are looking at dollars instead of children's needs."

J. Assignment of Borderline Students to Special Education Classes:

Eighty-three percent of the County C central office expect to see an increase in the identification and classification of children as exceptional; but only thirty-three percent expect a change in terms of the borderline cases.

Of the five regular classroom teachers, four did not see any changes in referral procedures, and sixty percent did not feel the new funding will cause students to be placed in special classes who could function as well with the regular classroom placement. One of the five teachers was very adament in her view that as a result of the new funding, some students are not being accepted for special education; and that borderline and EMR students are not being served.

K. Hiring and Assignment of Teachers:

Sixty-six percent of those interviewed at the supervisory level are concerned that less experienced people and para-professionals or aides will be hired instead of qualified professional teachers due to FEFP.

Seventy-five percent of the psychologists saw no change in hiring policies.

L. Changes in Job Responsibility:

The majority of all the personnel interviewed did not believe their job responsibilities had changed. One principal did comment that he found himself involved in developing budgets to a greater extent than he had at a previous time.

M. Re-evaluation and Re-assignment:

Three people out of twelve agreed that the re-assignment and re-evaluation into and out of special education classes changed as a result of the new funding, four people did not agree; and five were unsure. One comment was made however, "Presently we will hold on to a child through the second a counting period rather than dismiss him as we used to do immediately after the end of a semester."

None of the Exceptional Child education teachers thought the FEFP had caused any deviation from the state guidelines concerning re-evaluation and re-assignment. It was expressed that EMR students remain in the program longer due to the necessity to generate funds; otherwise, ninety-nine percent of these teachers expressed no knowledge of policy changes in regard to re-evaluation and re-assignment of students in special programs as a result of the new funding. Speech therapists were in agreement with the teachers regarding this issue.

It was mentioned by several interviewed that re-evaluation had been weak and students at all levels hadn't been re-evaluated since 1970. Some psychologists did mention there had been some pressure for increased identification from some principals.

N. Allocation for Classroom Materials:

Sixty-six percent of the supervisory staff felt the new funding had not caused any change in the allocation of classroom supplies. This feeling seemed to prevail throughout the county. One comment was made to the effect that if your class was breaking even or had excess funds, this had a great deal to do with how much allocation your class got for materials.

O. Ninety Percent Requirement:

Only three people were familiar with the ninety percent requirement. Their general comments were that it was untenable. One comment on the question of support personnel was: "Teachers, groups are reluctant to approve or support non-direct instructional staff, including psychologists, consultants, screening people for those with hearing and vision problems."

P. Additional Comments:

1. The accounting requirements lack specific instructions on how to set up various accounts and the tremendous paperwork would appear to be handled better by a computer.
2. Central office would prefer program or district reporting than school by school.
3. Cost of living factor is inequitable.
4. There is an illusion of more local control. In fact there is less local control. "When we follow funding categories and state guidelines, we have little flexibility in responding to unusual local needs. Facility requirements, especially with reference to vocational education, need to be more flexible--- too rigid."
5. Problems created in adjustments in programming of children to generate the most dollars.
6. Reduction in the number of Rank II teachers to save money for contracting for support services or supplies.
7. Sixth grade children in middle school are without funding for career education.
8. "Due to the funding we are not operating in the matter we should if it weren't for the necessity of generating funds."
9. Generally, there has been an increase in class size in all of the exceptionalities.

I. DISTRICT NAME: County D
II. DATE OF INTERVIEW: January 21 through 23, 1974
III. PERSONNEL INTERVIEWED: 1 Area Superintendent
6 Coordinators
5 Principals
5 Psychologists/Guidance Counselors
15 ECE Teachers and Speech Therapists
2 Regular Classroom Teachers

IV. PUBLIC SCHOOL SETTING:

County D has several unique aspects. The first and most striking is its elongated shape. Because of this, the district is divided into several areas, each with its own area superintendent and supportive staff.

The increase in enrollment was much larger than the state average between the years 1961-1972 (107.31% as compared to a state average of 36.43%).

This district numbered 1,156 pupils in separate classes for exceptional students (1971-72 figure). This put them seventh highest in this category (they were eighth in total K-12 enrollment for the same period).

Population figures indicate an overwhelming percentage of whites (90.6%) as compared to 9.0% black, .1% Indian, and .3% other.

Relating to special education, unique features are as follows:

(1) large number of gifted
(2) some centers for all exceptionalities (included more severely mentally and physically handicapped).
(3) large turnover of teacher and supervisory personnel during present year through resignation and/or reassignment.
(4) problems related to size and shape of county especially with exceptional child area coordinator (who must supervise a large area), and itinerant teachers.

Another unique feature is the presence of a large government installation which draws many employeed who are highly educated and trained in technical fields. This was reported to have an effect on the number of classes for the gifted. A cutback involving this government installation in recent years has caused some change, but many employees chose to stay in the area, so this is still a factor.

TABLE I

1970 Percent High School Graduates	1970 1 to 3 Years College Completed	1970 4 Years or More College Completed	1970 Median School Years Completed
Male: 72.5 Female: 69.0	Male: 17.7 Female: 16.4	Male: 20.8 Female: 9.6	12.5

V. STAFF FINDINGS:

A. October 2 Deadline:

Eight people asked felt that the October deadline had, indeed, affected the identification and classification and/or assignment of studnets. (7 no's, 2 n/a).

These eight said that there were more referrals due to pressure to identify as many as possible before the deadline.

B. Changes in Number and/or Size of Special Education Classes:

Six administrators said that minimum and maximum class size had been established, and six said it had not. Three (3) people commented that "district guidelines are followed where possible; but this contributes to overloaded classes".

Speech, ED, and SLD seem to be the areas with the largest class loads. Twelve people commented that class size and case loads in SPES and regular classrooms had increased. Speech therapy was mentioned, especially, as a problem area.

Five (5) administrators felt there had been or would be, changes in the percentages of total student population assigned to special education. Seven (7) did not. Comments ranged from: "As identification procedures became more sophisticated, the percentage will rise" to "local conditions caused this, not the new funding."

Eight (8) people interviewed felt that there has been, or will be, more incentive to identify and classify children as exceptional ten (10) did not. Three people said that there were waiting lists of children who had been referred, but not evaluated, and also waiting lists for those who had been identified but not placed.

To the question, "Has there been any encouragement for you to increase or decrease the number of special education classes," 4 administrators said "yes," 5 said "no" and 3 were "n/a." Comments were as follows:

1. Only in terms of meeting student needs.
2. Limited space discourages any one school from establishing many special education classes.
3. Decrease the number of classes, but keep the same number of students.
4. Special education classes are developed around student need as it arises.
5. The new funding may be detrimental to regular class programs.

C. Due Process

Due process, apparently, is being followed for SPES, but one administrator commented that she would like to see "due process emphasized for the entire school system." Parents are contacted personally before they sign the consent form for SPES.

D. Emphasis on Special Education

Eleven of twelve administrators did not feel that the new funding placed too much emphasis on special education (the other was "n/a".) One commented that "too much emphasis, without proper guidelines, is on the gifted;" another said, "SPES materials are more expensive; children need more individualized attention!" and a third felt that "the new funding might emphasize special education to the detriment of regular programs."

E. Appropriateness of Weightings

Two psychologists or counselors; three principals and all six coordinators felt that the weightings should be changed.

Seven (7) administrators had determined the numbers necessary for the "break even" point. At least one principal claimed the county office told her/him to meet a required number.

F. Additions, Deletions, Combinations of Programs

Thirteen (13) people would add, delete, or combine courses (6 said "no", 2 were "n/a"). Most anticipate expansion of existing programs.

G. Contracting for Support Services

When asked "Will the new funding encourage you to contract for support services," three said "yes", seven (7) said "no", and two (2) said "n/a".

H. The 7/25 Factor

Five (5) administrators felt that the 7/25ths factor would effect program flexibility, 3 felt it would not, and 4 were "n/a".

I. Full-Time vs. Part-Time Classes

Five administrators either expected, or believed, that the number of part-time and full-time classes would be altered. Six didn't and one was "n/a".

J. Assignment of Borderline Students to Special Education Classes

Twelve of those asked did not think there had been any change in attitude toward the identification and classification and/or assignment of borderlines to SPES (5 thought there had been a change).

K. Hiring and Assignment of Teachers

Four (4) administrators felt that hiring policies had, or were changing, (Seven (7) did not and one(1) was "n/a"). "Hopefully, the case and cloass load will bring about the hiring of new personnel, if funded (4)." "Three teachers and one aide were lost because of the new funding." One principal was told "by the county not to hire any teachers."

L. Changes in Job Responsibilities

Seven (7) of the administrators said that their responsibilities had changed as a result of the FEFP. Four (4) said that their's had not changed, and one (1) was "n/a". Comments were:

More paper work (3)
More night work (2)
More district meetings to attend (2)
More work added to regular duties (2)
The area superintendent now controls allocation of teacher personnel units (1)

Four (4) administrators said that the job responsibilities had, in their opinion, changed. Six (6) were not of that opinion, and one (1) was "n/a". Comments included:

Aides have had to devote considerably more time to younger students (1)
The principal is given more responsibility (1)

M. Re-evaluation and Re-assignment:

Ten (10) administrators did not think that re-assignment and re-evaluation of students had changed. Comments included; "Reassignment of special education students back into the regular class has been hindered because of large regular class size." "Special education programs should not be penalized for fusing students back into the regular classroom."

N. Allocation for Classroom Materials

Nine (9) administrators said that the allocation of classroom supplies had not changed since last year. Three (3) said "Yes" they had. Two (2) said "More money is needed for supplies."

O. Ninety Percent Requirement:

All of the administrators were uncertain of what the 90% requirement means.

P. Other Findings:

Other comments included:

General view concerning the effectiveness of the new funding is favorable.

Setting case loads at so many per hour does not allow enough time to serve as individuals need; it would be more reasonable to set weekly limits.

Itinerant teachers contact hours, travel expenses, and time for preparation are extremely inequitable.

Itinerant teacher schedule is presently a geographic impossibility.

Results of new funding: class periods are longer, too many students, quality of program is less, and field trips have been cut.

Regular teachers need in-service training to become oriented to SPES.

Theoretically, FEFP seems to work; but in reality, it is not effective.

Turnover in teaching personnel indicates teacher certification and job description are incompatible and not properly funded.

H. The 7/25 Factor

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Regular teachers need in-service training to become oriented to SPES.

Theoretically, FEFP seems to work; but in reality, it is not effective.

Turnover in teaching personnel indicates teacher certification and job description are incompatible and not properly funded.

I. DISTRICT NAME: County E
II. DATE OF INTERVIEW: January 28 through 29, 1974
III. PERSONNEL INTERVIEWED: 5 Central office administrators
3 Coordinators
10 Principals
5 Guidance Counselors and/or Psychologists
3 Regular classroom teachers
7 Exceptional child teachers
2 Speech therapists

IV. PUBLIC SCHOOL SETTING:
Pupil enrollment K-12; 1971-72: 22,540
Pupils in separate exceptional classes, 1-12; 1971-72: 350
670.7 Square miles
153.64--Average population per square mile
County population, 1970--103,043
1972: Nonagricultural Employment-- 97.6% Agricultural Employment-- 1.0%
64.5% (1970) persons 3-34 years of age enrolled in school.
45.5% population, 18-34 enrolled in college.
Projected population by 1980-- 130,000
Education in county (9/73 Research Report): % 1970 High School Graduates:
Male--64.6% Female--64.3%

1-3 years college completed:
Male--14.3% Female--13.9%

1970 Median School Years Completed: 12.6

V. STAFF FINDINGS:

A. October 2 Deadline for Identification of Students:
Of thirty people interviewed, eleven (11) answered "yes" as to whether the October deadline had affected the identification and classification of the assignment of students. Twelve (12) said "no" and seven (7) were "n/a". Several wanted the dates of the count changed to a later time.

B. Changes in Class Size of Special Education Classes:
Eight (8) administrators felt there had been, or would be changes in the percentages of total student population assigned to SPES. Nine (9) disagreed and one (1) was "n/a". Four (4) principals said that lack of facility space was hampering the SPES programs in their schools. Four (4) administrators foresee, or have seen, class size as increasing (1), particularly in the higher weighted areas . One person felt that the number would stay the same, but classes would be combined. Nine administrators said that minimum and/or maximum class sizes had been established (there were 2 "no's" and 7 "n/a's"). One principal commented that s/he was operating at the maximum. Four (4) said that they were following the old state guidelines. In general, teachers and guidance counselors/psychologists, speech therapists had not noticed any particular changes in class sizes or case loads. (2 "yes", 10 "no", 2 "n/a").

Of thirty-two people asked if there had been, or if they foresaw more incentive to identify and classify children as exceptional, 15 (47%) said "yes", 7 (22%) said "no" and 10 were "n/a". Three people do not believe, however, that this is a result of the funding. Two people felt this was true in other counties, but not this one. Two people brought up the fact that even with more incentive, it wouldn't do much good with such a lack of psychological services. One said that the public was more aware of and demanded the SPES services.

C. Due Process in Identification, Classification, and/or Assignment of Students:

In all cases administrators felt that due process had been followed, signed parental permission obtained. While all 5 guidance counselor/psychologists did not foresee any changes in the referral process, two complained that the district lacked adequate psychological services.

D. Emphasis on Special Education:

Fifteen (15) administrators did not feel that the new funding placed too much emphasis on SPES (3 were "n/a").

Comments: Too early to tell.
Special education needs more money so it can pay for itself and not drain money from regular class.
Special education has been short-changed in the past. We have been giving our special education kids 50¢ per year more than our regular kids. It's about time they get what they need.
Will have to keep an eagle-eye on the principals or special education still won't get their money.

E. Appropriateness of Weightings:

"Do you think that the weightings should be changed?", elicited the following responses: 16 "yes, 6 "no", 6 "n/a".

Comments: How weighting is determined should be clearer, but it may be too early to have actual figures.
If a program has been established for several years, the weightings are okay. However, the weightings are too low, if you are trying to start a new program.
The basic program is under-weighted; $579 is not high enough.

To the question "Have you determined the required number of students at each weighting to 'break even' for a class?", two (2) said "yes", 6 said "no", and 10 were "n/a".

F. Additions, Deletions, or Combinations of Programs:

Comments were that district finance people would be doing this.

Ten (10) people would add, delete, or combine some SPES programs; 8 would not and 4 were "n/a".

Comments: Expanding existing programs.
Delete some very small EMR classes or combine with others.
Two people wanted a program for the borderline EMR.
Delete socially maladjusted until state establishes criteria.
Delete gifted and give funds to individual schools for enrichment.
Divide the deaf program from the hearing impaired.
Wants vocational education at the elementary level for SPES.

G. Contracting for Support Services:

Seven administrators felt the new funding would encourage contracting for support services; 5 did not and 6 were "n/a". It was stated that psychological services would be contracted (3 people). One person said that the district would use its own staff whenever possible in preference to outside support services. Several mentioned that the district suffered from a lack of funds in this area.

H. The 7/25 Factor:

Seven (7) administrators felt that the 7/25ths factor affects program flexibility; two said "no" and 9 were "n/a". When asked if it should be changed, the same responses were obtained.

Several were not clear as to its meaning. Several said it was too early to tell. Several commented that,"Students should be funded for full-time he is in the program". It costs same amount to teach him regardless of where he is, and "where he is" is limited due to funding.

I. Full-time vs. Part-time Classes:

Four administrators had felt encouragement to increase either enrollment or decrease the number of SPES classes; six (6) did not and eight were "n/a".

Six (6) administrators had not felt any encouragement to alter either part-time or full-time classes; three had and nine were "n/a".

J. Assignment of Borderline Students to Special Education Classes:

Twelve (12) people did not foresee any change in attitude toward the borderline; nine people, however, did; but there were also 9 "n/a". Two people felt they would be moved more towards SLD, rather than EMR. "Blacks are not being placed in EMR as before (they are sometimes not placed with 75 I.Q. whereas whites generally are)." Again, one person felt that this would probably happen in other counties, but "not in this county".

K. Hiring and Assignment of Teachers:

Have hiring practices changed? Seven administrators said "yes", six said "no", and five were "n/a".

Comments: Financially speaking, hiring cheaper teachers is a sound policy and I will encourage it.
I will definitely be hiring less qualified teachers. I hate to see it happen, but principals have indicated it will.
Hiring procedures and criteria must be closely monitored--possibly tied to accreditation. If certain number of teachers are first year BA types, do not accredit the school.

And, four principals hoped to hire more aides.

L. Change in Job Responsibilities:

"Have your responsibilities changed as a result of the FEFP?" Eight administrators said "yes", nine said "no" and one was "n/a". Six people complained about the increased record keeping, and one person wanted to computerize it all. Two people said the workload had increased by 50%. When asked if the job responsibilities of others had changed because of the FEFP, three said "yes", ten said "no" and five were "n/a". One person said that the finance officers were going crazy. One said teachers had more paperwork and another said that speech therapists had more students.

M. Re-evaluation and Re-assignment into/out of/within Special Education:

Ten (31%) of the people felt that policies regarding re-evaluation and re-assignment of students into and out of SPES had, or would, change. Sixteen (50%) did not and six were "n/a".

Comments: Yes, kids will be kept in special education classes; mainstreaming will be discouraged.
Now have only one person who does re-evaluation.
Re-assignment information and forms now kept in superintendent's office instead of local schools.

N. Allocation of Classroom Supplies:

Has allocation of classroom supplies changed any since last year? Eight said "yes", eight said "no" and eleven were "n/a".

Comments: Would like special education coordinator to have charge of special education funds.
Now order more through superintendent's office rather than principal.
Not yet, but 90% will change it drastically. Special education will finally get their fair share.

O. Ninety Percent Requirement

Only three people discussed the 90% requirement. They felt it is viable and their comments were as follows:

Too early to tell anything.

Principals think they will get a lot more money, but we know they will either get same or less. Already get over 90% (2 people said this).

Will be 75 to 80% in 2 - 3 years...90% is unrealistic.

Ninety percent will allow special education to finally get the money it deserves.

P. Other Findings:

Other comments related to the FEFP's effect upon exceptional child education were as follows:

Two people felt that there should be some adjustment, or special weighting, for for the "good", highly qualified teachers.

The district needs more in-service training for teachers in the FEFP and ECE, and the state should provide funds for it.

The state should establish specific, uniform definitions for identification and placement.

Fund the program, rather than the child.

One person did not feel that teachers and administrators were given enough time with the bill drafters.

Several stated a desire for the state to establish guidelines for class size and case load.

I. DISTRICT NAME: County F

II. DATE OF INTERVIEW: January 15, 16, 1974

III. PERSONNEL INTERVIEWED: 7 Superintendents and Assistant Superintendents
8 Principals
13 Exceptional Child Teachers
4 Guidance Counselors, Psychologists, and/or visiting teachers
1 Speech Therapist

IV. PUBLIC SCHOOL SETTING: 71-72 Exceptional child students (in separate classes) grades 1-12=775. This represents about 3% of the total school enrollment. The key to this figure lies probably in the term "separate exceptional classes" since many of this districts exceptional child students are housed separately in centers.

This district was reported to have a large number of well-educated, well-trained volunteers to the school system. The median age (in 1970) in this district was 49.6 (second highest in the state).

Population by race: 92.98% white, 6.73% Negro, .08% Indian, .21% other.

V. STAFF FINDINGS:

A. October 2nd deadline: Eleven (11) of 15 administrators (with 3 NA) felt that the October deadline did affect identification and/or assignment of students to special education. Four (4) indicated that the areas of speech and SLD were particularly affected. Another major problem was lack of psychological services especially as regards the setting up of new programs (mentioned 5 times).

Nine (9) non-administrators said "yes". Nine (9) said "no". Three (3) were "n/a".

B. Changes in number and/or size of special education classes: Eleven (11) administrators indicated that class sizes had been set either according to old state guidelines (3), or to the advice of the exceptional child co-ordinator (4).

Four (4) felt that speech and SLD class size had risen to the extent of being detrimental to the program.

Some (2) projected that class size would continue to grow unless checked.

Nine(9) of 18 teachers. therapists, and psychologists indicated case loads or class size increased either directly or indirectly because of the new funding.

Comments: Class size too large (5 of 13 teachers).
Case load (of speech therapists) does not allow for individual testing, progress reports, conferences, etc.
Standardizing class size is unacceptable; it does not serve individual needs.

Seven of 15 administrators felt that there was, or would be, more incentive to identify and classify children as exceptional (not because of funding, 1).

Eight teachers felt there was more incentive. One projected more; one felt too much incentive. Seven (7) felt there had been no change. One speech therapist felt less because teachers in regular class are unable to do informal screening which might lead to referral.

Only two (2) of 15 administrators said that they had felt encouragement to increase or decrease the number of special education classes. Eight were "n/a".

Thirteen (13) of 15 administrators responded that there has been, or will be, an increase in the percent of the total student population assigned to special education. Five of these did not attribute the causes directly to the funding, but to other things such as: natural increase, more visibility, and better identification.

Three (3) predicted that more classes for SM and ED would be added for later elementary and secondary levels.

C. Due process in assignment of students: Eleven (11) administrators indicated that due process was followed in identifying, classifying, and placement of students in special education (4 n/a). No comments or recommendations were made.

"Has the FEFP caused any deviation from state guidelines regarding assignment of students to special education?" Eleven of 18 teachers indicated no. Issue of due process was thought to be main factor in adhering to guidelines. Of 6 who felt there had been some deviation, one felt that there had been some problem in assignment of students to SLD. New case loads made proper identification and instruction impossible.

Parental permission is always obtained, although not always by letter.

Many schools either send a visiting teacher, psychologist, or guidance counselor to the home to explain the special education program and to obtain parental permission; or it is obtained during a parent conference at school. In no case however, is a child placed in special education without parental consent.

D. Emphasis on Special Education: Only one person felt that the new funding places too much emphasis on special education. The comment was that regular students might be penalized because of undue attention to special education.

One person linked the funding to the state mandate to serve all children.

The remainder did not feel there was too much emphasis on special education (4 n/a).

E. Weightings: Seven (7) of 15 administrators indicated changes needed to be made in the weightings.

Five teachers voted for a change in the weightings, while 9 were "n/a".

Three of four psychologists or guidance counselors/visiting teachers would change weightings. The fourth was "n/a"

Seven people of 15 administrators responded that a "break even" number had been determined.

Most of the "n/a" respondents (8) felt that it was really too soon to tell, and that the weightings should be continually reviewed.

Comments by two (2) were "due to possible employee cutback, this method of accounting showed how operating funds could pay for staff".

The philosophy implied in the weighting factor for itinerant personnel to serve pupils with severe problems has been violated.

F. Additions, Deletions, or Combinations of Programs: Eight (8) administrators had recommendations for additional special education programs. There were 2 n/a and 5 negative responses.

All four psychologists, guidance counselors/visiting teachers said "yes" there were programs they would either add, delete or combine. In general they opposed an "isolationist structure of special education".

G. Contracting for Support Services: Only four (4) administrative respondents indicated that the new funding would encourage contracting for support services.

Comments: Not sure how funding woul allow for this (1).
Too soon to tell (1).

H. The 7/25 Factor: Seven (7) administrators felt that the 7/25ths had (or would) affect program flexibility. (There were 5 n/a, and 3 negative responses.)

Comments: More self-contained classes (1). Some children are forced to give up art, music, and P.E. because of 7/25ths (1).

Again, 7 administrators indicated changes needed to be made in the 7/25 factor.

One (1) felt that more time was needed to determine what a more workable ratio would be.

I. Full-time/Part-time Classes: Most administrators (7) felt that there had not been any changes in the number of part-time vs. full-time special education classes. (One principal commented that it was a central office problem.) There were 6 n/a.

Exceptional child teachers seemed inclined to prefer part-time (4) to full-time (2)

with the following exceptions: TMR (1) and younger children (1). Self-contained classrooms (especially in centers) do not have needed auxiliary personnel for enrichment (art, music, P.E. etc.).

J. Identification, Classification, and/or Assignment of Borderline Cases:
"Has there been, or will there be, a change in attitude toward the identification, and classification of borderline cases?"
Most administrators either declined to answer (10 n/a) or answered in the negative (4). One did indicate that more borderline cases were being classified as SLD.
Ten of 17 non-administrators indicated no change in attitude. Of the 3 who indicated a change, one felt that more borderlines would go to special education and 2--that any child who is "different" might become "suspect".
Eight (8) non-administrators felt that if borderlines were assigned, it would be to part-time classes. Two (2) said full-time. And 7 said n/a.

K. Hiring and Assignment of Teachers, and/or Support Personnel: Eight (8) of 15 administrators indicated that there had been no change in hiring policies.
One (1) central office person feared that any "warm body" might be hired in lieu of a qualified teacher.
Of the two principals who did indicate a change, the comments were that more aides than teachers had been hired.
Some feel that principals will hire teachers at the lowest possible salaries (cannot find substantiation of this).
Three of four psychologists/guidance counselor/visiting teachers felt there would be a change in policy toward the hiring and assignment of support personnel. Mainly, they felt more support personnel are needed, but added that the district has many well-educated, well-trained local volunteers.

L. Change in Job Responsibilities: Three (3) principals and 5 central office staff indicated that their job responsibilities had changed as a result of the new funding. (Four principals indicated no change.) All indicated duties were either somewhat increased, or greatly increased (1).
Principals had more financial responsibilities (2), and more forms to fill out (1).
Other job responsibilities have changed, according to 7 (5 central office), especially in the area of data processing and financing.
One principal felt that teachers now have more interaction with principals.
Comments: More paper work for all (2).

M. Re-evaluation and re-assignment into, out of and/or withing Special Education:
Although most respondents (19) indicated no change at this time, some felt that there might be in the future.
Comments: Children might be placed without proper screening (2).
Resistance from regular teachers (3).
More re-evaluation with additional staff (1).
The Center concept facilitates movement within special education, but not fusing (1).

N. Allocation for Classroom Materials: Of those interviewed, a large majority felt that any change in the allocation of classroom supplies had not come about as a result of the new funding. However, teachers and therapists complained of a lack of adequate materials and supplies.

O. Ninety Percent Requirement: Thirteen of the administrators who were asked about the 90% requirement, complained that they were no clear as to its definition.

P. Other:

Comments: (1) There is a positive feeling about the FEFP as an improvement over the MFP.
The concept of contact hours is too restrictive.
It is too early to determine the full effect of the funding.

I. DISTRICT NAME: County G

II. DATE OF INTERVIEW: January 15 through 16, 1974

III. PERSONNEL INTERVIEWED:
- 4 Superintendents and/or Assistant Superintendents
- 4 Coordinators of Exceptional Child Education
- 5 Principals
- 9 Exceptional Child Education Teachers
- 5 Speech Therapists
- 4 Counselors and/or Psychologists

IV. PUBLIC SCHOOL SETTING:

County G is one of the smallest of Florida's 67 counties, not only in geographic area and population, but in low density factor also.

The northern part of the county is more urban as it is close to a large urban center. The breakdown by urbanization shows 50.6 percent urban population, and 45 percent rural non-farm and 4.4 percent rural-farm population.

The population breakdown by race shows 90.6 percent white; and 9.4 percent non-white. Over 85 percent of the population is employed in non-agricultural activities.

Due to the rural factor, the county has experienced problems associated with low incidence rates.

V. STAFF FINDINGS:

A. October 2 Deadline:

Eight of twenty-five people interviewed felt that the October 2 deadline had affected the identification and assignment of students, and there were some indications that a few students were placed prior to full processing.

B. Changes in Number or Size of Special Education Classes:

Ten of thirteen administrators felt that minimum and maximum class sizes had been set for SPES. At least one commented that these were as a result of the previous state guidelines.

Nine of thirteen administrators did not foresee changes in the percentages of the total student population assigned to SPES. They felt that they (1) would not let numbers defeat the program and (2) would do what was best for the child.

C. Due Process:

Apparently, due process is also being followed in this county, and parental permission is being obtained before a child is placed in an SPES class.

D. Emphasis on Special Education:

No one interviewed felt that the new funding placed too much emphasis on SPES.

E. Appropriateness of Weightings:

Forty-six percent (6) of the administrators felt that the weightings should be changed as follows: Specific learning disabilities, gifted, emotionally disturbed.

Fifty-four percent of the administrators said that they had determined the required number of students at each weighting to "break even" for a class.

F. Additions, Deletions, or Combinations of Programs:

When asked if there were any programs they would add, delete, or combine, four said "yes", but mainly these were already existant programs which they would expand. However, two people worried that something more should be done in the area of compensatory education and for the slow learners.

G. Contracting for Support Services:

Seven administrators said that the new funding would <u>not</u> encourage them to do any more contracting for support services.

H. The 7/25 Factor:

Six of the administrators (46%) said that the 7/25ths factor would affect program flexibility, but there was some controversy as to how it would affect it. Six also said that it should be changed. Several administrators felt the number of hours should be increased, and at least one person suggested that it should be increased to ten and another said that it should be based entirely on individual needs.

I. Full-Time vs. Part-Time Classes:

None of the administrators questioned felt any encouragement to either increase or decrease the number of SPES classes, and only two of them felt any encouragement to alter the number of full-time or part-time SPES classes.

J. Identification, Classification, and/or Assignment of Borderlines to Special Education:

Eighteen people of thirty-one interviewed (58%) felt that there had, indeed, been a change in incentive to identify and classify children as exceptional. All five of the speech therapists interviewed expressed this feeling and their comments included: "I feel more inclined to include into therapy those children those problems might not have warranted therapy." "I'm trying to get more students; I have a quota to meet." "I tend not to take individual cases, so I can have group sessions."

Some people felt that the FTE count, plus the three year old mandate law, were making more people aware of the problem and that more early identification was being done.

Two coordinators and three teachers felt that there had been a change in attitude towards the identification and classification of the borderline student. One teacher said, 'We had to have more students; borderline students were pushed into the room".

K. Hiring and Assignment of Teachers:

Nine of the thirteen administrators (69%) did not feel that hiring policies had changed as a result of the funding, but several indicated that it could change. One person complained that "too many beginning teachers are being employed", and another stated, "A Rank III teacher may be hired before a specialist or Ph.D.".

L. Changes in Job Responsibilities:

Eight of the thirteen administrators felt that their responsibilities had changed as a result of the FEFP, as follows: (1) more reports and paperwork, (2) revision of schedules to get more FTE's, (3) more pressures on the principals. One coordinator felt that FTE had merged his/her position with that of the finance officer. Only two people interviewed felt that others' responsibilities had changed.

M. Re-evaluation and Re-assignment into/out of/within Special Education Classes:

Not applicable.

N. Allocation of Materials:

Six administrators (46%) and four ECE teachers (44%) said that the allocation of classroom supplies had changed since last year, but there was some controversy as to which direction. Teacher comments included: (1) easier to get materials, (2) allocation was reduced, (3) allocation was increased.

One principal felt (1) that the additional funds were not from the state, but from the district level and a second principal said s/he did not get as much as before. Central office people said (1) we got more money, (2) more effort goes to see that money goes to special education, (3) because of the FTE, funds are going into the programs.

O. Ninety Percent Requirement:

I. DISTRICT NAME: County H

II. DATE OF INTERVIEW: January 17 through 18, 1974

III. PERSONNEL INTERVIEWED: 5 Central Office people, including 1 finance officer and 1 pupil personnel officer
2 Principals
2 Guidance Counselors or Psychologists
4 Exceptional Child Education teachers
4 Regular classroom teachers

IV. PUBLIC SCHOOL SETTING:

School Enrollment K-12; 1971-72: 2,491
1972 Projected Population: 7,800
1980 Projected Population: 8,000
1970-1980 Projected Population Change: 2.6%
1970 Median of School Years Completed: 8.9

V. STAFF FINDINGS:

A. October 2 Deadline:

Of thirteen people asked only four (31%) said that they had been affected by the October 2 deadline.

B. Changes in Size of Special Education Classes:

Three of the central office staff foresaw that there might be a change in the percentage of total student population assigned to special education.

Three administrators had felt encouragement to increase the number of special education classes.

Six of thirteen asked, felt that the incentive to identify and classify children as exceptional had, in fact, changed, and at least two commented that this was in order to generate more funds.

C. Due Process in Assignment of Students to Special Education:

Everyone interviewed felt that due process was being followed.

D. Emphasis on Special Education:

Only one of the seven administrators felt that the new funding placed too much emphasis on special education, and this person felt that the individual's needs must be considered.

E. Appropriateness of Weightings:

Three of seven administrators favored changing the weightings, and three more were "n/a", and commented that it was "too early to tell". One would increase the weightings for basic programs, one felt that EMR showed to have as high a weighting as vocational education I in order to provide a quality EMR program.

F. Additions, Deletions, and Combinations of Programs:

Three administrators would not add, delete, nor combine any SPES, but two persons would like to add categories which the district does not offer (vision, speech, and SLD). One would expand the present EMR program.

G. Contracting for Support Services:

Three administrators would like to contract for support services, "if we could get the money to do it".

H. The 7/25 Factor:

Five administrators were "n/a" concerning the 7/25 factor and flexibility. Two felt that it would discourage placing children who needed it into full-time classes, and also that "we have been forced to self-contain classes (EMR)". It affords enough flexibility but cost factor isn't high enough.

However, only one person wanted the 7/25 factor changed. Five were "n/a".

I. Full-Time vs. Part-Time Classes:

Three administrators of seven interviewed expected to alter or had altered the numbers of full-time or part-time SPES classrooms; i.e., EMR is self-contained.

J. Assignment of Borderline Students to Special Classes:

Eleven of thirteen interviewed denied that there had been any change in attitude toward the borderline student. One person commented that they were more conscious of law suits.

K. Hiring and Assignment of Teachers:

One administrator felt that the responsibilities of the psychologists had changed in as much as the psychologists now must serve the total school district population instead of simply the exceptional child program.

No one felt that their hiring policies had, or would, change.

L. Changes in Job Responsibilities:

Only two administrators of the seven felt that their responsibilities had changed as a result of the FEFP. One wanted a bookkeeper and both felt more "business" responsibility.

M. Re-evaluation and Re-assignment into/out of/within Special Education:

No one felt that re-assignment or re-evaluation had been affected because of the funding.

Two of the four regular classroom teachers interviewed felt that there are students being placed in SPES who could function equally as well in a regular classroom. One said "no", the other was "n/a".

N. Allocation of Classroom Materials:

Four of the seven administrators did not feel that the allocation of classroom supplies had changed since last year. Two said it had.

Three of four teachers said it had not changed.

O. Ninety Percent Requirement:

Most were uncertain about the 90% requirement, but two administrators did not feel it was viable as it is currently (mis)understood.

I. DISTRICT NAME: County I

II. DATE OR INTERVIEW: January 31 and February 1, 1974

III. PERSONNEL INTERVIEWED: Superintendent
Director of Special Services
Director of Pupil Personnel Services
Special Education Teachers including EMR, TMR, Visually Impaired and Homebound, gifted.
Speech Therapist

IV. PUBLIC SCHOOL SETTING:
Pupil enrollment: 8,581 (1971-72)
Pupils in separate, exceptional 1-12 classes (1971-72): 221
Total full-time instructional personnel, K-12 (1971-72): 452
County consists of 935.6 square miles
1970--Median school years completed: 9.7
Nonagricultural employment: 9,100
Agricultural employment: 1,140

V. STAFF FINDINGS:

A. October 2 Deadline:

Of eighteen people who were asked if the October 2 deadline affected the identification and classification of students to SPES, four (22%) said "yes", while twelve (71%) said "no". It was commented by one person that by October 2 there were some SLD children who had not yet been processed. One said that the early count hurt the numbers in program and that the county lost money.

B. Changes in Class Size of Special Education Classes:

Seventy percent of the administrators said that minimum and maximums had been established for class size, but one comment was that class size was determined by the needs of the students.

Ninety percent of the administrators did not foresee any changes in the percentages of the total student population assigned to special education.

C. Due Process in Identification and/or Assignment of Students:

All the administrators agreed that due process had been followed in every case and all of the exceptional child education teachers agreed as well. Likewise, all parents received notification that their child should be placed in a special education class.

One regular classroom teacher commented that at one time it had been necessary to obtain parental permission in order to refer a student, but that this was no longer necessary.

D. Emphasis on Special Education:

No one interviewed felt that the new funding placed too much emphasis on special education.

E. Appropriateness of Weightings:

Half of the administrators felt that some of the weightings should, indeed, be changed, but three felt it was still too early to tell. The itinerant programs were mentioned as needing higher weightings, especially Hospital/Homebound and Vision. Contact hours should also be counted when teachers rode buses or conferred with parents. TMR and SLD were also mentioned as needing a higher weighting, although one principal felt that the basic education weighting should be raised; then, SPES, would not need such higher weightings than the regular programs.

F. Additions, Deletions, or Combinations of Programs:

Ninety percent of the administrators did not see a need for adding, deleting, or combining any programs. One person commented that s/he would like to add an ED unit and a unit for the deaf.

G. Contracting for Support Services:

The district is already currently contracting for psychological services. Forty percent of the administrators were unsure as to whether the new funding would have any effect on this.

H. The 7/25 Factor:

All of the administrators answered "n/a" to the question concerning whether or not the 7/25ths factor affected program flexibility and whether it should be changed. One commented that it was too early to tell; one felt that a weakness of this factor would be where a child needed a program between 7 and 25 hours per week.

I. Full-Time vs. Part-Time Classes:

Ninety percent of the administrators had not felt any encouragement to increase or decrease the number of special education classes, although one person was worried about what effect the weighting might have on the vision and H/H program.

All of the administrators agreed that they had not felt any pressure to alter the number of full-time or part-time special education classes.

Thirty-one percent of the people asked, anticipated that there would be more incentive to identify and classify children as exceptional.

Of the two people asked if they had had any change in case load, one was an"n/a" and the other said "yes", there had been more encouragement to take more students. None of the teachers feel that the new funding caused any change in class size.

J. Assignment of Borderline Students to Special Education Classes:

Of twenty-one people interviewed, 17 foresaw no change in attitude towards the problem of the borderline case. However, three out of four exceptional child education teachers indicated that they felt there had been a change in attitude and at least one indicated that the cut off for EMR is not strictly enforced.

K. Hiring and Assignment of Teachers and Other Personnel:

Four of ten people asked, felt that the policy toward hiring and assigning teachers, aides, and para-professionals was changing as a result of the new law. Several people indicated that there is probably more incentive to hire the lower-salaried person, but one said s/he would never consider hiring the "cheaper" teacher because of the FEFP. One felt that they would hire more certified teachers. Another thought that more para-professionals would be hired at a money saving.

L. Changes in Job Responsibility:

Three people of ten interviewed felt that their responsibilities had changed as a result of the new funding, primarily because they are now involved in calculating F.T.E.'s. One person also complained of the additional paperwork involved.

Only one person indicated that any other job responsibilities had changed as a result of the funding.

M. Re-evaluation and Re-assignment into/out of/within Special Education Classes:

None of the regular teachers felt that there were any students being placed in special classrooms who could function equally as well in a regualr classroom.

Two of the three regular teachers felt that there were some children that should be placed, but that the SPES classes were already filled. The third had a "n/a".

N. Allocation of Classroom Supplies:

No one felt that the allocation of supplies had changed as a result of the new funding, but there were comments that this, too, was an area where it was too soon to tell.

O. Ninety Percent Requirement:

Everyone interviewed was unsure about the 90% requirement and felt it should be defined and interpreted first.

P. Additional Comments:

Let the child carry his/her weighting for the full school day.
FEFP creates a tendency to penalize mainstreaming.
Some worry that dollars will become more important than the welfare of the children.
Most people feel that it is too early to detect any real changes.

I. DISTRICT NAME: County J
II. DATE OF INTERVIEW: January 17, 1974
III. PERSONNEL INTERVIEWED: Superintendent
Assistant Superintendent for Personnel and Curriculum
Director of Business
Director of Pupil Personnel Services
Coordinator of Exceptional Students
School Psychologist
Speech Therapists
Senior High School Principal
Junior High School Principal
Elementary Principals
Regular Elementary Teacher
Regular Secondary Teacher
Behavioral Disorders Teacher
Gifted Teacher
Primary EMR Teacher
Secondary EMR Teacher

IV. PUBLIC SCHOOL SETTING:

County J is atypical, unique, among the counties that were included for study; for it was said this county's wealth per pupil means that it receives very little state aid. The county's central office personnel (Superintendent, Director of Pupil Personnel Services, Finance Officer, Principal of High School) noted: state aid for all programs dropped from $1.9 million in 1972-1973 to $.25 million in 1973-1974. In spite of this, there was general support of the "Florida Education Finance Act of 1973". Central administration believes that the FTE concept is a good one, but finds the management for implementation is difficult.

Percentage of native born population (1970)- 18.1
1970 Median Age- 58.3 (U.S. Department of Commerce; Bureau of Census)
Median School Years Completed- 13.1
Employment: Nonagricultural Employment- 92.2% Agricultural- 3.6%

V. STAFF FINDINGS:

A. October 2 Deadline for Identification of Students:

Sixty percent of the central office staff felt the October deadline did not affect identification or assignment of students (40% N/A); however, there was the comment that the deadline had a negative effect on such programs as Hospital/Homebound. Each of those interviewed, indicated that minimum and maximum class sizes had been set for special education programs. A change in the percentages of total student population assigned to special education is expected by sixty percent of those of the central office staff; others felt there would be no change at all.

The principals' responses concerning the October deadline indicate that thirty-four percent felt that the deadline did affect the identification of students to special education programs; and it was recommended that the survey be delayed.

The two psychologists felt neither was affected by the October 2 deadline.

B. Changes in Class Size of Special Education Classes:

Encouragement to increase or decrease Special Education classes is negligible in respect to the FEFP. It was pointed out that whatever the funding, school personnel would try to meet student needs, as individually as possible; the same is true of responses to questions dealing with incentive/ attitude toward the identification and classification of children as exceptional.

A change in percentages of total student population assigned to special education is expected by sixty percent of those of the central office staff; others felt there would be no change.

The speech therapists agreed that FEFP had caused no deviation from state guidelines regarding assignment of students; there was a recommendation to establish guidelines for the kindergarten age group.

One person felt that there were staff pressures to identify and classify the students; and that there had been encouragement to "get the place filled up".

The speech therapists agreed that FEFP would cause no change in the identification; it depended on need.

All of the regular classroom teachers indicated they did not believe the new funding program had led to the placement of students in special classrooms if they could function equally as well in regular classrooms.

Speech therapists agreed there were no changes in their time schedule, policy toward re-evaluation and re-assignment.

C. Due Process in Assignment of Students to Special Education:

Due process was followed in identification, classification, and placement of students to special programs. Parents are approached by way of personal contact, by suitable personnel and are asked to sign consent forms only.

Of the two psychologists interviewed, both indicated there would be no change in the referral process.

D. Emphasis on Special Education:

Eighty percent of this group indicated their belief that the new funding does place too much emphasis on special education (20% N/A); while forty percent feel the weightings should be changed (60% N/A).

E. Appropriateness of Weightings:

These comments were made concerning the weightings: (1) the basic program needs more study, (2) weights need to be updated on an annual basis, (3) increase EMR, or provide for mainstreaming, or raise base pupil costs.

Personnel stated they had not determined a required number of students at each weighting to "break even" for a class; it is irrelevant since they lost state funds.

In addition, twenty percent more than central office staff feel there is a need to raise the weightings, particularly for the regular classroom for preventive measures.

The following responses were made by the psychologists: (1) raise the weightings for primary levels, (2) provide funds for more facilities and smaller classes, (3) lower the weightings for the gifted.

Except for those differences noted, there appear to be only minor differences in the percentage of opinions between the central staff personnel and those of the principals.

F. Additions, Deletions, or Combinations of Programs:

There was a division of thought concerning the addition, deletion or combination of special education programs; forty percent said yes and suggested several program changes for improvement in specific exceptionalities; while forty percent said no, (20% N/A).

Especial problems are seen in the belief that the major cost factor is the teacher, and low-cost or high-cost teachers will be hired consistent with program weightings. Some special education classes are below a figure necessary for economic efficiency, particularly new classes. Presently, this county cooperates with another county in a joint program for TMH. Consequently, some TMH students ride buses for one and one-half hours each way. This county lacks adequate numbers of students, as well as, adequate facilities to establish its own program. In addition, the area of speech therapy is in need. There is fear that the district will sacrifice a gifted unit or units established to accommodate a greater number of students in added programs for other exceptionalities.

G. Contracting for Support Services:

Only one respondent felt that FEFP would encourage the central office staff to contract for support services. Perhaps, more psychologists would be engaged, but, generally, the effect of FEFP is expected to have a negative effect in this school district. It will limit the amount of needed programs and support services in the future. It was recommended that FEFP should make provision to support the growth of the special education programs, improve psychological services, guidance counseling, and institute more service by way of the "consultant".

H. The 7/25 Factor:

There was a division of thought concerning the 7/25ths factor. Forty percent felt that flexibility was affected; while sixty percent were no familiar enough with its significance to answer how it should be changed or dealt with to increase flexibility or to maintain the philosophy of mainstreaming.

I. Full-Time vs. Part-Time Classes:

Of the special education teachers: Eighty percent would prefer part-time resource rooms to full-time, self-contained classrooms.

J. Assignment of Borderline Students to Special Education Classes:

The psychologist interviewed felt the attitude toward borderline cases had no changed, only an increase in their caseload.

The special education teachers said the borderline cases were being accepted and that more gifted borderline cases were, as well. Another person indicated that class size had doubled, but teaching personnel was reduced.

K. Hiring and Assignment of Teachers:

Generally, there is little expectation of a policy change in hiring personnel due to FEFP.

L. Job Responsibilities:

Job responsibilities do not appear to have altered; but it was said the work of the exceptional child coordinator would be changing with the assumption of more responsibility. It was further stated that FEFP would bring about different utilization of central office personnel, and this is looked upon with a favorable attitude.

M. Re-evaluation and Re-assignment into/out of/ and within Special Education:

Sixty percent of exceptional child teachers find a deviation from state guidelines in that there are more self-contained classes than last year and an expected lowering of requirements. Eighty percent believe that the policy regarding re-evaluation and re-assignment of students into and out of special education programs have changed with an additional comment: There is more evaluation "out of special education than in".

N. Allocation of Classroom Materials:

The allocation of classroom materials will change. Allocation of supplies and equipment will be based upon FTE weightings in determining proportions of funds for each student category.

All special education teachers agreed that the allocation of classroom materials had changed as a result of the new funding but did not comment in what way.

O. Ninety Percent Requirement:

Unfamiliarity with the ninety percent requirement brought no response at all.

P. Other Findings:

Pupil personnel took an extremely favorable view of FTE and feels the district will now be able to implement preventative programs rather than that of remediation.

Special programs are seen in the belief that the major cost factor is the teacher and low-cost or high-cost teachers will be hired consistent with program weightings. Some special education classes are below a figure necessary for economic efficiency, particularly new classes. (Presently, a joint program for TMH students exists with another county. Consequently, some TMH students ride buses for one and one-half hours each way. This county lacks adequate numbers of students as well as facilities to establish its own program.

DATA (10 districts)

Question	EMR	TMR	PH	SPH	Deaf	VH	ED	ED/SM	SM	SLD	G	H/A	E	MH	NI
1. List the current special education programs offered by your district in order of priority — Number of times listed as priority 1	3	2	1		1					1		1			
Number of times listed as priority 2	3	3		1			1		1	1	1				
Number of times listed as priority 3		1		1						2	1				
Number of times each program was offered	9	9	5	9	5	6	5	2	2	7	7	6	4	3	1
2. What programs listed above were not offered last year?							2	1				1		3	
3. What programs do you plan to offer next year?									1	3					1
4. What programs do you plan to delete next year?							1				1				

(Deaf Blind)

Comments

Three districts said, "no priority given to any area. Growth is determined by need, 'and/or' all are considered to be of equal value."

One district listed 5 areas as priority 1, and 6 areas a second priority.

Several districts differentiated between the deaf and the hearing impaired; and the blind and the partially sighted.

Comments

Many were expanding programs already offered, i.e. pre-school vision, secondary S.M.

Comments

Many plan to expand existing programs.

Comments

One district may delete gifted and vision if more students are not identified, or cost factor is not raised.

DATA (12 districts) Page 2

	Yes	No	N/A
5. Does the district participate in multi-county special education programs?	6	2	

#	What are these programs?
1	Learning Resource Center
2	Deaf Education
3	Hearing Impaired
3	TMR
2	Physically Handicapped

	Yes	No	N/A
6. Does the district have any itinerant teachers for special education programs?	9		

#	In what areas?
6	Vision
4	Homebound
6	Speech
4	Hearing
3	Gifted
4	Learning Disabilities
1	Emotionally Disturbed
1	EMR
1	TMR

Do they cross district lines?

Yes	No
1	8

Which districts?

Hamilton-Madison-Suwannee

	Yes	No	N/A
7. Do you have resource rooms for exceptional students?	9		

#	In what areas?
4	EMR
1	Physically Handicapped
1	Hearing Impaired
3	Vision
7	SLD
5	Emotionally Disturbed
2	Varying exceptionalities
2	Gifted

Did you have them last year?

Yes (to areas listed)	No
9	1

Which areas?

1 Emotionally Disturbed

Comments

Two districts did not list the areas.

DATA (10 districts)

9. Please list the amount spent last year for SPES.

	LD/LR	TH	PH	SPH	DEAF	VH	ED	ED/SM	SM	SLD	G	H/A	VE	MH	NI
County A	N/A														
County B	N/A														
County C	N/A														
County D	N/A														
County E	227,141	66,807	6,806	84,281	52,928	14,103				7,089	18,239		8,600		
County F	465,700	40,500	25,000	42,200	34,800	21,500	155,000			33,000	230,000	45,900			
County G	148,500	27,000		40,500						81,000			13,500		
County H	40,000	45,000		7,500		3,000					8,000				
County I															
County J		N/A													

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9. Please list the amount budgeted this year for SPES

County A	1,081,260	202,574	469,610	715,455	484,308	110,070	407,249		572,374	924,588	330,210	330,210	1,155,735		
County B															
County C	632,617	166,475	24,215	158,982	42,760	22,450		88,550		178,020	71,310	95,520	107,840		
County D	N/A														
County E	249,122	80,104	10,254	41,379	68,086		17,230			25,932	49,260		19,667	7,100	
County F															
County G	148,500	27,000		67,500		16,120				81,000	27,000		27,000		
County H	42,000	50,000		7,800		8,000	54,000				8,000	1,000			
County I															
County J	*10,005	*3,600			*2,000		*250		*450	*1,500	*1,750				

Comments: C spent 8,350 for the hearing impaired and 115,907 for consultants.
*Instructional supplies only

DATA (10 districts) Page 4

COUNTIES		A	B	C	D	E	F	G	H	I	J
10. What percentage of the above amounts goes for salaries?		80-85% (depending upon fringe benefits	N/A	N/A	N/A	81%	90%	N/A	N/A		Amounts listed are for instructional supplies
11. Are there any special local funds redirected to SPES in your district?	Yes	N/A	X	X	X	N/A	X to gifted program and teacher aide				X
	No							X	X		
11a. Where does the money come from?		N/A	Local taxes	Math Maker 4, aides, additional budget for equipment	Local taxes		Local district educational funds				Programs supported by local effort as of 73-74 legislation

12. List current number of SPES teachers by exceptionality

COUNTIES:	A	B	C	D	E	F	G	H	I	J
EMR	181	135 + 5 RT	68	N/A	25	37	11	5		
TMR	82	24 + 1 RT	19	N/A	10	3	2	4		
PH	41	12 + 1 RT	3	N/A	1	2				
SPH	69	42	18	N/A	11	12	5	1		
DEAF	43	17	6	N/A	7	3				
VH	9	6	3	N/A	2	2		1		
ED	45	26		N/A	2	7	4			
ED/SM			11	N/A						
SM	54	10		N/A	3					
SLD	86	23	21	N/A	3	12	6			
G	27	14	8	N/A	5	21	2	1		
H/H	30	8	9	N/A		4				
VE	98	1	13	N/A	1		2			
MI				N/A	1					
NL				N/A		2				
OTHER				N/A						
Total Number of Teachers	765	325	179	N/A	71	105	32	12		18

DATA (10 districts) Page 6

	A	B	C	D	E	F	G	H	I	J
13. What is the average SPES teacher salary?	N/A	N/A	N/A	N/A but average for all teachers is $9,900	9,040	9,500	8,000	Calculate 1397,826		N/A
	Comments - Some districts were not asked this question.									
	A	B	C	D	E	F	G	H	I	J
14. Where possible, list: #holding Rank III Certificate (SPES teachers)	N/A	N/A	121	N/A	3 T	57	26	12		10
# Holding Rank II	N/A	N/A	67	N/A	35	44	6	1		8
# Holding Rank IA	N/A	N/A	2	N/A	1	0	0	0		0
# Holding Rank I	N/A	N/A	0	N/A	0	3	0	0		0
Average yearly experience	N/A	N/A	5.7	N/A	N/A	N/A	N/A	5		7

DATA (10 districts) Page 7

15. List the percentages of SPES students that are black (B) Spanish surname(s)

		A	B	C	D	E	F	G	H	I	J
EMR	B	62%	50%			80%	61%		86%		
	S	18%					1%				
	O	20%				20%	38%		14%		
TMR	B	34%	30%			60%	47%				
	S	24%									
	O	42%				40%	53%				
PH	B	55%				50%	20%				
	S	13%					0%				
	O	32%				50%	80%				
SPH	B	29%				52%					
	S	21%									
	O	50%				48%	33%				
Deaf	B	23%				41%	0%				
	S	33%					67%				
	O	44%				59%					
VH	B	24%				42%			50%		
	S	15%									
	O	61%				58%	14%		50%		
ED	B	37%				50%	0%				
	S	27%					86%				
	O	36%				50%					
ED/SM	B										
	S										
	O										
SM	B	46%									
	S	4%									
	O	50%									
SLD	B	24%									
	S	23%									
	O	53%									
G	B						1%		22%		
	S						1%				
	O						98%		78%		
H/H	B								67%		
	S										
	O								33%		
VE	B										
	S										
	O										
MI	B										
	S										
	O										

DATA (Continued)

		A	B	C	D	E	F	G	H	I	J
	B										
	S										
NI	O					100%					

Comments- County B established a cut of 50% for total black population of EMR and 30% for TMR. "Most areas are reflective of total school population."

*Tri-county program for TMR:

	Black	Other
Hamilton	69%	31%
Madison	57%	43%
Suwanee	37%	63%

16. What personnel position(s) perform the following duties in your district?

	A	B	C	D	E	F	G	H	I	J
A. Refers students for SPES classes?		Teachers, principals parents and/ or agencies	Not asked	Psychologists teachers parents	Teachers counselors principals	District personnel physicians, parents & local & state agencies	Teacher principal counselors	Parents teachers principals		Parents guidance teachers principals others
B. Identifies and classified students for SPES (tests child)		Psychologists and diagnosticians, therapists, staffing committee, case conference		Psychologists, SLD, teachers, speech therapists	School psychologists	School psychologists	Psychologists	School psycholo-		Psychologists
C. Assigns students to SPES		Placement & staffing committee re-commend to director of ECE		Director of ECE	Coordinator of ECE	Director of ECE	Coordinator of ECE	Coordinator of ECE		Staffing Committee
D. Establishes class size for SPES		County policy based on DOE regulations, interpreted by director of ECE		Director of ECE, principals & coordinators	State guidelines, are generally used.	Director of ECE and Associate Supt. for Instruction	Coordinator ECE	Coordinator of ECE		Coordinator of ECE's recommendation to Assist Supt.

	A	B	C	D	E	F	G	H	I	J
E. Determines priority for SPES		ECE director & ECE steering								
F. Initiates SPES										
G. Deletes SPES										
H. Plans Curriculum										

	A	B	C	D	E	F	G	H	I	J
I. Assigns facility space for SPES		ECE directors, area directors and principals.		Area superintendent	Associate superintendent for instruction, planning	ECE director/ Director of Facilities, Associate Supt. of Instruction	Principal	Principal		Principal upon recommendation of ECE Coordinator.
J. Hires and assigns SPES teachers, aides and paraprofessionals		ECE director and principals hire staff assigned full-time to their school		Principal & director work cooperatively	Principals	ECE director and coordinator personnel	Principal & ECE Coordinator hires TMR, gifted SPH, JH & H/H	EMR teachers are hired by principals. ECE Coordinator hires TMR, gifted SPH, JH & H/H		Principal upon recommendation of ECE Coordinator and Asst. Supt.
K. Decides which textbooks to use for SPES		ECE director, ECE steering committee and DOE Consultants		EMR Coordinator and teachers	Textbook Committee	Curriculum and textbook review committee	Teacher/ Consultant Principal	ECE Coordina		

17. List class size by exceptionality

COMMENT:
Speech numbers represent, in most cases, the case load of the speech therapist.

	A	B	C	D	E	I	G	H	I	J
	72-73 73-74	72-73 73-74	72-73 73-74	72-73 73-74	72-73 73-74	72-73 73-74	72-73 73-74	72-73 73-74	72-73 73-74	72-73 73-74
EMR	not asked	Elem. 15 15 Sec. 15 18	not asked	7-18 7-18	10	14 14	attempt to follow state guidelines	6-8 8-12		10-15 same
TMR		10-12 10-12		7 2/7 9½	8	12 12		7 9		
PH		10-12 10-12			5	9 9				
SPH				60 75	66	50 75		1-7 1-7		
DEAF					7	8 8				
VH					10	8 8		1 1		
ED					0	7 7				
ED/SM		6-8 6-8								8-12 8-12
SM					0					
SLD		3-4 3-5		10 13	16	20 20				15 15
G					100	21 21		3-7 3-10		
H/H		10 10				10 10				
VE										
MH					0					
NI						7				
OTHER										occupation skills 37

CHAPTER THREE

CASE STUDY

ALYCE D. McPHERSON SCHOOL FOR GIRLS

INTRODUCTION:

Alyce D. McPherson School for Girls is located in Ocala, Florida. It is one of four institutions operated by the Division of Youth Services. The average daily census of the school includes 167 girls and 30 boys ranging in ages. The average length of stay is four months.

TEACHING STAFF:

Sixteen teachers are employed at Ocala; all must have rank three certification or better. Years of teaching experience range from four to seventeen years, with an average of 7.9 years of experience. Instructional personnel are required to maintain certification only. Inservice training is provided as needed and points accrued through inservice may apply toward certification. Seven full-time aides are employed, with experience ranging from four months to six years.

CURRICULUM DESIGN:

Ocala has submitted an educational plan to the Division of Youth Services. The plan consists of specific program objectives, specific activities to meet each program objective, and evaluative methods for measuring whether or not each objective has been met. The plan is written by teacher committees from each program area.

EDUCATIONAL ASSESSMENT OF STUDENTS:

The academic level of students is determined by the following diagnostic instruments: The Gates McQuinney (to determine remedial reading placement), The Slosson Oral Academic Test, The Slosson Intelligence Test, The Peabody Picture Vocabulary Test, and The California Achievement Test.

PROGRAM AVAILABILITY:

Thirteen separate programs are currently being offered at Ocala: The Learning Laboratories, Reading, Personal Grooming, Library, Short Order Cooking, Health Education, Music, Arts and Crafts, Business Education, Building Trades, Sewing, Physical Education, Guides for Better Living.

Approximately 167 students participate in one of the four Learning Laboratories for about 3.5 hours each week. One teacher is responsible for the 38 students in this program. This is a remedial program aiming specifically at those students whose reading level falls below 3.9 grade placement.

One hundred sixty-seven students participate in the Personal Grooming Program for an average of $2\frac{1}{2}$ hours per week. One teacher is responsible for all 167 students in the program. Personal hygiene habits are stressed.

One hundred sixty-seven students participate in the library program for an average of one hour each week. One teacher is in charge of the library program for the 167 students.

Eleven students participate in the Short Order Cooking program for an average of $2\frac{1}{2}$ hours each week. One teacher is in charge of this program. Employability skills in the areas of planning, purchasing, preparing and serving commercial foods are developed along with actual on-the-job training.

Twenty-three students participate in the Health Education course for an average of $2\frac{1}{2}$ hours each week. One teacher is responsible for the 23 students. The basic responsibilities and privileges of family planning are stressed in the program.

Twenty-eight students participate in the music program for an average of 2½ hours each week. One teacher is responsible for the 28 students in the program. The program is designed to develop students' singing and instrumental talents, and to develop music skills and appreciation.

One hundred sixty-seven students participate in the Arts and Crafts program for an average of 45 minutes per week. One teacher is responsible for 167 students. The program attempts to provide opportunities for self-expression and consequent development of self-worth.

Twenty-one students participate in the Business Education program for an average of 2½ hours each week. One teacher, assisted by one aide, is responsible for the twenty-one students. The program provides knowledge in basic typing, a brief introduction to business, practice in acquiring skills in operating offset, mimeograph, duplicating, copy, transcribing, adding and calculating machines.

Nineteen students participate in the Building Trades program for an average of 2½ hours each week. The program is designed to increase the student's knowledge in building trades skills demonstrating the basic techniques necessary to secure and hold entrance level jobs in carpentry, painting , woodwork, electricity, cabinet making, or block and brick laying.

Forty students participate in the sewing program for an average of 2½ hours each week. Two teachers share the responsibility for the 40 students in the program. The program provides opportunities for home improvements and employment possibilities through learning experiences in sewing and related areas and through consumer education.

One hundred sixty-seven students participate in the physical education program for an average of 45 minutes each day. One teacher and one aide share the responsibility for the program which includes swimming, softball, basketball, and square dancing.

Seven students participate in the Guides for Better Living Program for an average of 2½ hours each week. One teacher is responsible for the seven students in the program.

IDENTIFICATION AND CLASSIFICATION OF STUDENTS:

All students undergo testing and orientation during their first week in residence, after which they are assigned by cottage for academic courses and by preference for vocational courses.

After academic level is determined through assessment, individual prescriptions for remediation are written based on test results; grouping for classes is done by cottage. All students must participate in the enrichment courses.

WORK EVALUATION UNIT:

The work evaluation unit is a program designed to determine the job potential of the clients served by this institution. All clients admitted to McPherson go through work evaluation during their Reception and Orientation period. The work evaluation phase usually lasts for 5 to 14 days, depending on the client's needs and length of stay in the institution.

There are two main systems of work evaluation employed. They are the TOWER system and the Singer-Graflex system (which is shared with and partially funded by the local ARC chapter, and the local Vocational Rehabilitation unit).

The TOWER system is housed in a separate building, and the Singer-Graflex in a portable classroom unit on the grounds of the A.D. McPherson School. In full, the TOWER system employs over 110 work samples which represent 14 broad occupational areas, and may take up to 3 weeks to complete. This system is modified because of

the short term of most of the clients, and because some of the occupational areas are not appropriate or motivating to the clients (mostly young girls). The addition of a few male clients has broadened the evaluation unit lately to include tasks of more interest to the young men. (In some cases, the modification may consist only in a change in the name of the task.) Other modifications include the reading of some instructions to clients who are non-readers, or read below the level of comprehension required to complete the task.

According to persons interviewed at the school, there is usually little time for actual vocational training while at the school, due to length of sentences. Vocational training placements are made with consideration of client choice, on a space available basis. (School placement is by cottage, with prescriptive teaching done on the basis of testing done during Reception and Orientation.)

In the sample work evaluation report reviewed, the client's preference was stated at the beginning. Following the report, made on the basis of a TOWER evaluation, recommendations were made for five occupational possibilities including the client's preference.

The work evaluation reports include sections covering the client's health, personality, academic testing and background, and personal background, as well as an evaluation of job related skills, abilities and attitudes. The report is made available at the time of the client's release to aid probation officers and other persons involved in post-release follow-up.

The McPherson Work Evaluation Unit is based on and appears to be a practical implementation of the work evaluation concept presented by Egerman and Gilbert.

CASE STUDY

FLORIDA STATE HOSPITAL

INTRODUCTION:

Located in Chatahoochee, Florida State Hospital is operated by the Division of Mental Health. The hospital has an average daily census of 3,235 persons, ranging in ages from 12 to 100+ years.

TEACHING STAFF:

Six teachers are responsible for the academic program,and ten teachers implement the vocational program. Instructional personnel are required to maintain certification only; points gained through inservice may apply toward certification.

CURRICULUM DESIGN:

The existing plan for the educational program is primarily a financial plan rather than a sequentially designed approach to curriculum. It is written by the Educational team which consists of the Director of Training and Education as well as the coordinators of academic and vocational programs. This is the second year that the educational program has been practiced.

EDUCATIONAL ASSESSMENT OF STUDENTS:

Educational assessment is accomplished through the use of the following instruments: The Wide Range Achievement Test, The Adult Basic Learning Exam, The Kuder Preference, The GATB, and The TOWER Work Evaluation.

PROGRAM AVAILABILITY:

Only 180 of the 3,235 residents attend any type of educational program. On an average of twelve hours per week, sixty residents currently participate in the academic program served by two teachers. Monday through Thursday, the vocational program is currently serving fifteen residents an average of twelve hours per week.

IDENTIFICATION AND CLASSIFICATION OF STUDENTS:

The resident must be referred by a physician before he is considered for testing and placement in the educational program. After the referral by a physician, the resident is interviewed by the Education Staff; his records are reviewed, and he is tested. The resident is then placed in either the academic or vocational program.

CASE STUDY

SUNLAND TRAINING CENTER AT MARIANNA

INTRODUCTION:

Sunland Training Center, located in Marianna, Florida, is one of six institutions for the mentally retarded under the Division of Retardation. Sunland has an average daily census of 795 clients. Of the 795 clients, approximately 175 residents are in a formal special education program from one to three hours daily. One hundred residents attend three hours and one minute daily. (P.L. 89-313 requires more than three hours.) Two hundred twenty-five residents are in the life skills programs in the cottages. (The program is comparable to pre-school education.)

TEACHING STAFF:

Eleven of the teachers at Sunland hold a rank three certificate in mental retardation; three hold a rank two certificate in mental retardation. Four classroom teachers are also employed. Teaching experience represents a varied distribution of years. Instructional personnel are only required to maintain certification; however, release time is available to anyone who wishes to take additional courses in mental retardation.

Because Florida State University is conveniently located to the Sunland campus, nearly half of the instructional personnel is currently enrolled in course work in mental retardation. Inservice training is frequently provided.

CURRICULUM DESIGN:

A summer workshop to plan the following year's program is held every summer for eight weeks; eight hours daily. The educational plan for the following year is developed at this time by the instructional personnel. The core curriculum, Design for Daily Living, by Ellen Thiel is the guide followed in the training program.

EDUCATIONAL ASSESSMENT OF STUDENTS:

Appropriate educational programs for students at Sunland are prescribed according to the following instruments: The WISC, Binet, California Achievement Test, Frostig, Purdue Perceptual Motor Survey, Peabody Picture Vocabulary Test, The Arithmetic Inventory, The Client Service Plan Inventory, and the skills lists that have been developed for all programs at Sunland. After the inventory is completed, a profile is made on each student. The pre-programmer, the curriculum coordinator, and the vocational counselors design the program based on the student profile. Re-assessment is done at the end of each quarter for each level. Based on the results of this re-assessment, the student is either moved to the next level or retained for another quarter.

PROGRAM AVAILABILITY:

Twelve basic programs are offered in the educational program: Vocational Training, Prescriptive reading and mathematics, Core Curriculum: .The Design for Daily Living, Speech and Language, Arts and Crafts, Music, Recreation, Domestic Skills, Suntown Mall, Interact,Library, and Clerk Training.

The vocational training program serves 450 male and female residents who are twelve years and over. Included in the program is training in horticulture, motel-hotel housekeeping, and assembly line operation (through the "can operation"). Eight vocational instructors are responsible for the vocational training programs; they are assisted by two aides. Residents participate in the vocational training program an average of three hours each day.

SUNLAND TRAINING CENTER (continued)

A prescriptive reading and mathematics program serves the residents with teachers and aides responsible for the program.

The core curriculum follows Ellen Thiel's Design for Daily Living. The Client Service Plan Inventory is administered to the residents to determine their level of functioning as pertains to the Design. A prescriptive program is then written for each resident, based on the profile derived from the Client Service Plan Inventory. Eight classrooms are designed around each of the persisting problems found in the Design. Individual programming is conducted on the appropriate level within the appropriate classroom, allowing for a one-to-one or two-to-one pupil/teacher ratio. Classroom teachers and aides implement the core curriculum.

The Speech and Language program serves residents who can benefit from such programming. Two speech therapists, one speech and hearing clinician, and three language development specialists are responsible for the speech and language program.

One crafts instructor is responsible for the arts and crafts program which benefits residents. The music program offers services of four music therapists and aides. A recreation program is implemented at the center by two recreational therapists.

The Suntown Mall program supplies on-the-job training experience for the residents. Built on the Sunland campus, the mall contains a clothing store, barber shop, post office, and grocery store. Residents not only work in the mall, but are allowed to purchase items from the stores. The mall, therefore, accomplishes the intention of sheltered job experience as well as experiences in merchandise selection. The resident is allowed the acquisition of appropriate behavior in a "community" setting while remaining supervised on a gradually decreasing scale.

Other programs at Sunland include an interact, a library, and a clerk prospectus.

IDENTIFICATION AND CLASSIFICATION OF STUDENTS:

Residents are identified and classified according to the educational assessment and development of student profile.

CASE STUDY

APALACHEE CORRECTIONAL INSTITUTION

INTRODUCTION:

Located in Jackson County, Apalachee Correctional Institution is operated by the Division of Corrections. The institution has an average daily census of 856 men of diverse ages.

TEACHING STAFF:

Twenty-six teachers are employed at Apalachee. Twenty-two teachers hold rank three certification; four hold rank two certification. Years of experience range from one to 27 years with an average of twelve years experience. Instructional personnel are required to maintain certification only. Inservice training is provided as needed and points are earned through inservice that may apply toward certification. No aides are employed.

CURRICULUM DESIGN:

According to administrators, the institution's educational program is based on a comprehensive written plan.

EDUCATIONAL ASSESSMENT OF STUDENTS:

Each client is evaluated every ninety days after initial placement in a program at Apalachee. According to client's classification, progress reports are prepared bi-annually.

PROGRAM AVAILABILITY:

The Adult Basic Education Program serves four hundred twenty-three clients an average of twenty hours each week. Fifteen teachers are responsible for the non-graded and open-ended program. In many cases, this program is a prelude to vocational training; in other cases it may operate concurrently with vocational training. For many clients, the culmination of program is the attainment of a Florida High School Equivalency Diploma.

Sixty-three students participate in the vocational program four hours daily for twenty hours each week. Six teachers are responsible for the 63 students. The courses have a duration of from six to fifteen months, and the clients receive a DOE certificate upon completion.

The clients' response to the number of hours spent per day in class ranged from six to ten hours with a mean of 6.7 hours.

IDENTIFICATION AND CLASSIFICATION OF STUDENTS:

All clients are tested when admitted at the Lake Butler Reception Center. They are given the General Aptitude Test Battery and the General Vocational Readiness. If the client is not a high school graduate, he is enrolled in a twenty hour weekly basic course and a twenty hour weekly vocational training program. If he is a high school graduate, he is enrolled in a forty hour per week vocational training program.

CASE STUDY

ARTHUR G. DOZIER SCHOOL FOR BOYS

INTRODUCTION:

One of four institutions operated by the Division of Youth Services, Arthur G. Dozier School for Boys is located in Marianna, Florida. Dozier School has an average daily census of approximately 300 boys, twelve years and older. All students at Dozier attend school for at least half a day.

TEACHING STAFF:

Thirty-two teachers and twelve teachers' aides are employed at Dozier. Twenty-nine teachers hold rank three certification; three teachers hold rank two certification. Years of teaching experience range from none to 27, with and average of seven years. Instructional personnel are required to maintain certification only. Inservice training is provided as needed and points earned through inservice may apply toward certification.

CURRICULUM DESIGN:

Dozier has submitted an educational plan to the Division of Youth Services. The plan consists of specific program objectives, specific activities to meet each program objective, and evaluative methods for measuring whether or not each objective has been met. The plan is written by teacher committees from each program area.

EDUCATIONAL ASSESSMENT OF STUDENTS:

All students are given the Slosson Oral Reading Test and the California Achievement Test at the time of entry into Dozier. Another form of the California Achievement Test is administered when students are released from Dozier. At some time during their stay, the Slosson Intelligence Test is administered. Other tests administered when necessary include: The Adult Basic Learning Examination, The California Test of Personality, The WISC, and The WAIS.

Each month every student undergoes a program review by one of five teams, consisting of one cluster leader, one teacher, one social worker, and one house parent, to determine if the programs in which he is enrolled are appropriate. The team may place him in other programs or refer him to the diagnostician for further evaluation.

PROGRAM AVAILABILITY:

Fourteen programs are presently being offered at Dozier: Work Experience, Learning Labs, Diversified Training, Opportunity Program, Outdoor Education, Arts and Crafts, Driver Education, Physical Education, Custodial Training, Graphic Arts, Upholstery, Small Gas Engines, Service Station, and Maintenance.

Approximately forty students participate in the Work Experience program an average of 12.5 hours per week. The Work Experience Program consists of one period of teaching employability skills, two periods of individualized instruction, and three periods of actual work experience and job training. Three teachers and one aide are responsible for this program, resulting in a pupil/teacher ratio of about 13 to one (or 10 to one counting aide).

One hundred sixty students participate in the Learning Labs an average of 12.5 hours each week. The Learning Lab is a highly individualized remedial instructional program stressing basic skills in language arts, social sciences, science, and mathematics. Nine teachers and four aides are responsible for this program, resulting in a pupil/teacher ratio of 18 to one (or 11 to 1 counting aide).

Forty students participate in the Diversified Training program an average of

12.5 hours each week. The program trains boys age 16 and older in a realistic job site of their choice and aptitude. Three teachers are responsible for this program, resulting in a pupil/teacher ratio of 13 to one.

Twenty students participate in the Opportunity program an average of 25 hours each week. Criteria for eligibility for the Opportunity program include: under 12 years of age, incorrigibility, truancy, family control problems, runaway, etc. Students are helped to develop a positive, realistic relationship with individuals and institutions in the community. This program enables them to return to a community setting within 90 days, through experiencing such activities as: role playing, group projects, dramatization, work experiences, and individually prescribed instruction on basic reading, math and public school keep-up. The teachers are responsible for the Opportunity program, which results in a pupil/teacher ratio of ten to one.

Twenty students participate in the Outdoor Education program approximately twenty-five hours each week. The program is aimed primarily at development of positive relations with authority figures and peers as well as development of responsibility and initiative. Three teachers share the responsibility for this program, resulting in a pupil/teacher ratio of about 6 to one.

One hundred students participate in the Arts and Crafts program approximately six hours per week. The purpose of the program is to provide opportunities for self-expression and consequent development of self-worth. Two teachers and one aide are responsible for the program, resulting in a pupil/teacher ratio of 50 to 1 (or 33 to 1 with the aide).

Twenty students participate in the Driver Education program approximately six hours per week. Currently, only 30 hours of classroom instruction are offered in this program. Two teachers are responsible for this program, resulting in a 10 to 1 pupil/teacher ratio.

Eighty students participate in Physical Education approximately six hours each week. The program consists of basketball, touch football, weight training, softball, volleyball, billiards, pingpong, gymnastics, swimming and water safety. Through learning the fundamentals of the various activities, the student is expected to acquire leadership, sportsmanship and self-confidence. Three teachers share the responsibility for this program, resulting in a pupil/teacher ratio of 27 to one.

Twenty students participate in the Custodial Training program approximately 12.5 hours each week. The program deals specifically with the skills and techniques needed to equip a student with marketable skills and acceptable behavior. One teacher is responsible for the 20 students in this program.

Twenty students participate in the Graphic arts program approximately 12.5 hours each week. The program deals with training in the areas of photography, layout, off-set press, setting type, correlating materials, binding, as well as social skills that would affect the ability to hold a job. Two teachers share the responsibility for this program, resulting in a 10 to one pupil/teacher ratio.

Twenty students participate in the Upholstery program approximately 12.5 hours each week. The program includes the proper use and care of tools, materials and equipment used in upholstery, and safety measures as well as acceptable behavior. One teacher is responsible for the 20 students in this program.

Twenty students participate in the small engines program approximately 12.5 hours per week. The program is designed to provide selected students with marketable skills and behavior acceptable for employment as a service station attendant. One teacher is responsible for the 20 students in this program.

An auto body program is planned for the following year to serve approximately 20 students for 12.5 hours each week. It will consist of training in the use of the various tools employed in the trade, emphasizing body and frame work, primers and painting, as well as shop safety and social skills. A building trades program is also being planned to deal with training in carpentry, masonry, electrical wiring, and plumbing as well as social skills.

IDENTIFICATION AND CLASSIFICATION OF STUDENTS:

When a boy first enters Dozier School, the educational counselor administers a battery of tests (including the Slosson Oral Reading Test and the California Achievement Test) and a staffing committee places the student in the programs that are most appropriate to his needs.

TEACHER CERTIFICATION LEVELS AND ADDITIONAL SALARY COMPARISONS
OF
DHRS AND DISTRICT EDUCATIONAL PERSONNEL

In Chapter Three, Volume One, salary ranges for DHRS and District teachers were compared (see Chart I, page 26). The annual salaries for DHRS teachers was divided by twelve, for District teachers by ten months since the DHRS school year is twelve months and the District school year is ten months. From an examination of teacher certification standards of DOE and from the description of classified service positions, it was concluded that teachers in DHRS had the same qualifications, experience and job descriptions as District teachers, but the salary ranges were not the same; i.e., the salary levels for DHRS teachers are lower than those for District teachers.

When the salary ranges for District principals and assistant principals are compared with the salary ranges for DHRS principals, the trend for DHRS salaries to be lower than District salaries is seen to be continued.

CHART 2A

Monthly[1] salary ranges[2] for principals and assistant principals in districts where 22[3] DHRS facilities are located.

DISTRICT	PRINCIPAL[4]	ASS'T PRINCIPAL	DISTRICT	PRINCIPAL	ASS'T PRINCIPAL
1. Alachua	1303-1961	1012-1442	10. Jackson	1050-1242	700-1027
2. Baker	1056-1324	971-1111	11. Lee	824-1446	797-1380
3. Bradford	1076-1374	1234-1628*	12. Leon	1125-1625	1125-1375
4. Broward	1696-1788	**	13. Marion	870-1500	980-1310
5. Dade	1159-2086	1042-1541	14. Okeechobee	1162-1433	1153***
6. Desota	958-1150	750-958	15. Orange	1318-1800	1026-1511
7. Gadsden			16. Palm Beach	1392-1848	1345-1567
8. Gilcrest	979-1396	979-1371	17. Sumter	1120-1445	1207-1212
9. Highlands	903-1578	887-1398	18. Union	1171-1303	

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[1] Annual salary divided by twelve months and rounded to nearest dollar.

[2] FEA Research Department. 1973-1974 Salary Ranges, Teachers, Administrators. Tallahassee: Author, October, 1973.

[3] Division of Correction facilities in Bradford, Desota, Highlands, Jackson, Marion, Palm Beach, Sumter and Union Counties.
Division of Mental Health facilities in Baker, Broward, Desota, and Gadsden Counties.
Division of Retardation facilities in Alachua, Dade, Jackson, Lee, Leon and Orange Counties.
Division of Youth Services facilities in Gilcrest, Jackson, Marion and Okeechobee Counties.

[4] The salary ranges are described as minimums and maximums where the maximum is frequently paid only to principals of senior high schools. Compare with DHRS salary ranges (Annual salary divided by 12) for Academic Principal I = $818-1131 and Academic Principal II = $867-1206.

*The salary ranges were apparently reversed for Bradford County.

**Where numbers are missing, no data were given.

***Only one salary was reported in this range for Okeechobee County.

Chart 2A shows the monthly salary ranges for District Principals and Assistant Principals. DHRS Principals are classified as Principal I with a salary range of $818-1131 per month and Principal II with a salary range of $867-1206 per month.

An examination of Chart 2A reveals that only one beginning principal salary is reported to be lower than the beginning salary for an Academic Principal II in DHRS. Only one District reports a maximum range for principal which is less than the maximum range for a DHRS Academic Principal II. Three Districts can be identified which begin an assistant principal at a lower salary than a DHRS Academic Principal II. Only two Districts report a maximum range for assistant principal which is less than the maximum range for a DHRS Academic Principal II.

It might be argued that salaries for administrative positions should be compared differently from the analysis as presented in Chart 2A; i.e., that the monthly salary for District principals and assistant principals should be calculated by dividing total annual salary by ten months rather than twelve months because the District school year extends for a period of ten months and the DHRS school year for twelve months. Chart 2B presents the same salary data as is presented in Chart 2A with the exception that the total annual salary has been divided by ten instead of twelve months to compute the average monthly salary.

CHART 2B

Monthly[1] salary ranges[2] for principals and assistant principals in districts where 22[3] DHRS facilities are located.

DISTRICT	PRINCIPALS	ASS'T PRINCIPAL	DISTRICT	PRINCIPAL	ASS'T PRINCIPAL
1. Alachua	$1564-2353	1214-1731	10. Jackson	$1260-1490	840-1232
2. Baker	1267-1589	1165-1333	11. Lee	990-1736	957-1656
3. Bradford	1292-1649	1481-1953*	12. Leon	1350-1950	1350-1650
4. Broward	2035-2145	**	13. Marion	1044-1800	1176-1572
5. Dade	1391-2503	1251-1849	14. Okeechobee	1394-1719	1382 ***
6. Desota	1150-1380	900-1150	15. Orange	1582-2161	1231-1813
7. Gadsden			16. Palm Beach	1670-2217	1615-1881
8. Gilcrest	1175-1675	1175-1645	17. Sumter	1345-1733	1449-1454
9. Highlands	1084-1894		18. Union	1405-1563	

Under the conditions as described in Chart 2B, no District is reported to have a lower beginning or maximum salary for principals or assistant principals than DHRS has for its Academic Principal II.

Briefly, whatever the comparison method, the salaries of educational administrative personnel are lower than the salaries of similar educational personnel in the Districts.

At one time, to the knowledge of one of the investigators, at least one of the Divisions of DHRS was able to "match local salaries for teachers plus 20 percent". That is, a Division facility could pay the same salary to a teacher as was paid to teachers having the same qualifications and experience in the county in which the facility was located. Twenty percent was added to the total salary of the facility

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[1] Annual salary divided by 10 months and rounded to nearest dollar.

[2] The meaning of all footnotes with the exception of footnote number 1 are identified for Charts 2A and 2B.

teacher because the school year of the facility was twelve instead of ten months. Consideration of the earlier approach, or some approach to making DHRS and District teacher salaries equitable is recommended. Also to the extent that other educational positions in DHRS and Districts require similar qualifications and performance, efforts to attain equal salaries are recommended.

CHAPTER FOUR

LIMITATIONS OF THE STUDY

The study was designed to elicit opinions. One can always question to what extent a "true" opinion, in contrast to the opinion that the interviewee thinks the interviewer (or others) wishes him to hold, is obtained. The question cannot be answered by the data of the study; however, the interviewers were carefully trained to avoid biasing the responses obtained in the interviews with their opinions. Consequently, it is believed that interviewer bias had little, if any, effect on the data obtained in the study.

The reliability of the categorical assignments ("scoring") of the responses was not determined because of the limited time. Most of the items to be categorized appeared to be relatively unambiguous, however, and errors in classification were thought to be minimal for the study. Similarly, the consistency of interviewer methods was undetermined though efforts were made to obtain consistency among the interviewers. In addition, all interviewers had had some experience in interviewing. Therefore, the possible lack of consistency in interviewer methods were believed to contribute little, if any, effect on the data obtained.

The data obtained from the interviews should be interpreted as "opinions of informed persons." The case study methodology, for the most part, did not require the interviewee to support his opinion with appropriate data. Cognizance of the preceding statement is particularly important when the fact is observed that FEFP had been in effect for only about $3\frac{1}{2}$ months when the data for the study were collected. Certainly the period of time for collecting and interpreting the impact of FEFP data may have been too brief for the District personnel to have obtained fully-informed, data-based opinions. In this connection, a study conducted approximately a year after the present one should be informative.

Relevant to the point that data based opinions were not necessarily obtained by the methodology used in the observation that some interviewees in DHRS were unaware of just what would be involved if their educational programs were to be subjected to DOE rules and regulations (question numbered 17, Table 8, and question numbered 7, Table 9, Vol. I); i.e., they did not know DOE rules and regulations. Accurate information could change the opinion held.

Finally, the findings and conclusions concerning the DHRS part of the study are limited to the basic assumption that institutionalized persons, exhibiting the characteristics of currently institutionalized persons who are judged to be eligible for educational programs in the institutions, will continue to be eligible under FEFP.

The recommendation that FEFP should be effected for DHRS could be subject to reconsideration depending upon the answers to the following questions; answers which could violate the basic assumption of the DHRS part of the study The questions are:

1. What student ages will be covered by FEFP for the residential facilities? It is estimated that 50 percent of the residents of DHRS institutions are adults. Will FEFP provide for the adults? Will the funding be "automatic" or discretionary?

2. If FEFP covers adults, what weights will be assigned in the funding of educational programs for them?

3. Generally, institutional populations have more severe handicaps than handicapped individuals residing in the community. Will the funding weights be modified for institutional populations?

4. Is a resident eligible for a special educational program as long as he resides in a residential facility even though he may have had 13 years of schooling?

GLOSSARY

BASIC PROGRAMS 1. Kindergarten and grades 1-12. Grades 4-10 have a cost factor (or weighting) of 1.00 which was worth about $580 per FTE (see below).
2. The "regular" classroom programs.

BORDERLINE This usually refers to the student who is a "slow learner" and whose IQ borders on that of the educable mentally retarded.

BREAK-EVEN POINT The number of FTEs and resulting students required to generate x number of dollars deemed necessary to maintain a program. Most districts have determined only the number of FTEs required to generate a teacher's salary, plus several other indirect cost variables. In Dade County, this cost factor amounts to $14,000.

CASE LOAD The number of students or clients that a speech therapist or a psychologist, for example, works with over a given period of time.

CENTRAL OFFICE Refers to the local school district's central administration, i.e., the superintendent's office.

CLIENT In the institutional setting, this refers to a student-patient concept.

CONTACT HOUR The amount of time that a teacher is actually teaching or giving therapy to a student. The primary disadvantage of the contact hour concept is that it does not account for time for parent conferences, nor for the travel time of itinerant teachers.

COST FACTORS See weightings below and Chapter 1, Volume 1.

DEAF One who is born with or acquires, prelinqually, a hearing loss so severe (pure tone average of 500, 1000, 2000Hz, at 70dB (ANSI) or more in the better ear) unaided, that he cannot learn speech and language through normal channels.

DHRS (Florida) Department of Health and Rehabilitation

DOE (Florida) Department of Education

DUE PROCESS In exceptional child education due process procedures include:
1. right to prior notification of changes in educational placement
2. right to a formal hearing if requested
3. right to review all records
4. right to an independent evaluation of student
5. right to counsel
6. right to cross examine witnesses
7. right to bring witnesses
8. right to appeal.

ED Emotionally disturbed. One who exhibits consistent and persistent signs of behaviors such as withdrawal, distractability, hyperactivity or hypersensitivity.

ED/SM Combined classes of the emotionally disturbed and the socially maladjusted.

EDUCABLE The educable mentally retarded person usually defined as having an IQ of 55-70. This child can usually be taught to read and write on an elementary level.

EMR Educable mentally retarded. A student who has a retarded intellectual development and impaired adaptive behavior. See also educable.

ESEA Elementary and Secondary Education Act

EXCEPTIONAL STUDENT Any child or youth enrolled in or eligible for enrollment in the public schools of a district who requires special instruction or special education services to take advantage of or respond to educational programs and opportunities because of a physical, mental, emotional, social, or learning exceptionality as defined below.

FEFP Florida Education Finance Program - briefly outlined and explained in Chapter I of Volume I.

FUSING Provisions for the student enrolled in a special education class to attend some classes with basic program teachers and basic program students with the motive in mind that this will better aid the student in adapting and coping with the "real" world. See also basic program.

FTE Full time equivalent. A student must attend classes 5 hours per day 5 days a week (25 hours) to earn one FTE.

GIFTED A student who has a superior intellectual development and/or outstanding talent and is capable of high performance. This includes those students with demonstrated achievement or potential ability.

H/H Hospital and Homebound. A student who is required to be at home or in a hospital due to a physical or mental impairment or illness.

HE, HIM, HIS For definition, see STANDARDS FOR COMMUNITY AGENCIES, Joint Commission on Accreditation of Hospitals, Chicago, Illinois, July, 1973, p. 121.

HRS (Florida) Department of Health and Rehabilitation

HI Hearing impaired. One who is born with or acquires a hearing loss which may range from mild to severe (pure tone average of 500, 1000, 2000Hz between 30 and 69 dB (ANSI) in the better ear) unaided and whose speech and language, though imperfect, are learned through normal channels.

ITINERANT PROGRAM AND/OR TEACHERS Because of a low prevalence (see below) of certain categories of special students, a travelling teacher may be hired to service several different schools. This is especially true for teachers of the deaf, hard of hearing, the blind, the visually impaired, and the speech disorders.

LD Learning disabilities. See also SLD.

MAINSTREAMING Provisions for the student enrolled in a special education class to attend some classes with basic program teachers and basic program students with the motive in mind that this will better aid the student in adapting and coping with the "real" world.

MFP Minimum Foundation Program. The previous Florida education funding program.

MH Multiply-handicapped

MULTI-COUNTY PROGRAM Because of low prevalency (see below) of certain categories of special students or because of a sparcity (see below) factor, two or more districts may decide; 1. to have an itinerant teacher to cover several schools within the districts, and/or 2. to assign the students within a certain area to a school which could be in another district other than the one in which they live.

N/A Not answered, not asked, unsure, or information not available.

90%(NINETY PERCENT) A term as yet undefined by the new law which implies that 90% of the state money that a district receives will go to the school center for the benefit of the student who generated the funds (via FTE). The main disadvantage of this concept is that district personnel are concerned that the district support personnel (i.e., psychologists, social workers, special education coordinators) might not be included when the 90% factor is defined.

OCTOBER 2ND DEADLINE The deadline date of the first count to determine the number of FTE students. The second count was in February.

PH Physically handicapped

PREVALENCY The quantitative occurrence of a given exceptionality, i.e., prevalency of the emotionally disturbed seems to be on the increase.

PROFOUNDLY RETARDED Usually refers to the person who, because of a very low IQ (below 25), and various handicaps, is frequently institutionalized.

REFERRAL PROCESS Generally this refers to the steps taken which lead to a student being assigned to a special education class. Usually in the school districts visited, teachers, parents, principals and/or social workers make referrals to a guidance counselor who gives screening tests. The student, as a result of these tests, and perhaps a screening committee, will then have more thorough diagnostic testing, if so deemed necessary, by a psychologist. As a result of this diagnosis, the student is properly identified, classified and assigned to a class. See also due process.

RESOURCE ROOM A classroom set aside for the purpose of providing special teaching for certain kinds of students. A gifted student, for example, might be "resourced" for 1 hour a day and attend classes with basic program students the rest of the day. See also fusing.

SELF-CONTAINED CLASSROOM A classroom which is primarily managed by a single teacher with a group of students who remain in that class with that same teacher for the entire day over the course of a given period of time, i.e., a semester. The disadvantage of this concept is that the students are "locked in" with one teacher and exposure to other teachers and students is severely limited. In special education this could mean that the exceptional student would not get art, music, or physical education and would not be in contact with students in the basic program.

SEVEN-TWENTY-FIFTHS 7/25ths In the new Florida funding law for education, five hours per day are allowed for each student to attend class. At 5 days per week the student will normally be in class for 25 hours. 7/25th refers to the Roman numeral I for Special Programs for Exceptional Students. This category provides for a maximum of 7 hours per week of that particular class, i.e., Gifted I--Gifted students would attend the gifted class a maximum of 7 hours per week and would be in a basic program classroom setting the remaining 18 hours per week.

SEVERELY RETARDED Usually refers to the person who, because of a very low IQ (25-40) and various handicaps is frequently institutionalized.

SLD Specific learning disability. A disorder in one or more of the basic psychological processes involved in understanding or in using spoken and written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual, handicap, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc.

SM Socially maladjusted. One who exhibits behaviors that do not meet minimum social standards of conduct required in the regular schools and classrooms; whose behaviors are in defiance of school personnel, disrupts the school program and is antagonistic to other students and to the purpose of the school.

SPARCITY Geographically remote or distant areas within a district.

SPES Special programs for exceptional students.

SPH Speech Therapy. A student who evidences disorders, deviations or general developmental needs in receptive or expressive language, fluency of speech, voice quality, articulation or hearing ability which impede his academic learning or social adjustment.

STAFFING 1. eligibility staffing - for all cases being considered for a special class or service; 2. educational planning and treatment staffing - for all cases deemed eligible for a special class for the purpose of planning instructional programming; 3. articulation staffing - for all cases being considered for transition between primary, intermediate, junior high and high school programs; 4. dismissal staffing - for the purpose of discussing cases in which there does not appear to be a need for continued special education of the type presently provided.

SUPPORT PERSONNEL 1. District level administration, i.e., coordinators of various exceptionalities, assistant superintendents, etc.
2. Also, those members of a staff which aid in diagnosing and assigning students, i.e. psychologists, psychometrists, etc.

TMR Trainable mentally retarded

TRAINABLE The trainable mentally retarded person usually defined as having an IQ of 40 to 55, but able to be taught certain limited kinds of social and vocational skills.

VH Visually handicapped. Blind - one who after correction has no vision or has little potential for using vision as a primary channel for learning, and therefore, has to rely upon tactual and auditory senses to obtain information. Partially sighted - one whose vision, after correction, although impaired, is yet the primary channel of learning and with considerable adjustments, is able to perform tasks required in the usual school situation.

VOC. ED. Vocational Education

WEIGHTINGS This refers to the cost factors for the various programs. Grades 4-10 have the lowest weighting (1.00) which was worth about $581 per FTE. The educable mentally retarded (EMR) has a cost factor, or weighting, of 2.3 which would be worth 2.30 x $581 or $1336.30 per FTE. The EMR student in a full-time self-contained (see above) classroom would therefore be worth $1336.30 for a year to a school district.